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ABSTRACT

Research findings on auditory sequencing and auditory blending and fusion, auditory-visual integration, and language patterns are presented in support of the Linguistic Auditory Memory Patterns (LAMP) program. LAMP consists of 100 developmental lessons for young students with learning disabilities or language problems. The lessons are included in this document and contain sequential exercises on the following five levels: (1) sequencing letter and alphabet symbols; (2) common action words; (3) initial consonant patterns; (4) complex word patterns; and (5) rhymes and jingles. The exercises are based on the rationale that the acquisition of linguistic auditory memory patterns are intrinsic components of the reading process. The LAMP exercises first require the student to listen carefully and make kinesthetic contact with the symbol sequences to be learned. Through repeated systematic rhythmic imitation, finger tracing and verbalization, the student begins to feel and acquire the pattern. Then copying, writing, visualization, and chalk board activities are gradually introduced to reinforce learning and retention. The manual suggests that these LAMP exercises should at first be used to supplement the total program, and, as students progress, that other activities be introduced to supplement the LAMP exercises. Two appendices contain instructions for a set of alphabet card exercises (with card samples), and a list of supplementary resource materials. Forty-five references are also provided. (CB)

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LAMP

100+ systematic exercise lessons

for developing

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Patterns

in beginning readers.

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DEVELOPING LINGUISTIC AUDITORY MEMORY PATTERNS

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Most learning disabled children have language deficits which result in poor speech, reading, spelling, writing, and other communication problems. Some of the important neuro-psychological processing skills believed to be essential for th acquisition and development of higher order language operatic such as reading include listening, focused attention, and memory.

The learning disabled child with significant difficulty in attending to a task, following sequential directions, or in ordering and integrating sound-symbol patterns must be provided with appropriate developmental or remedial education. Essentially, such a program must help develop the child's memory for learning abstract symbolic-academic tasks as letter and word sounds and patterns.

For example, in order to learn to read, a person must become aware of the linguistic forms, sounds, patterns, associations, and varied meanings of a specific language such as English. These skills are usually acquired through normal developmental and maturational experiences as described by Valett (1980) and others. But for many children, the normal acquisition of language associations, patterns, and expressions has been impaired.

Special education must then provide appropriate intensive, repetitive, and systematic experiences until the desired language forms can be elicited, shaped, reinforced and automatically integrated as a functional part of the persons behavior. For the young child with reading disorders special multi-sensory education is essential.

RATIONALE -

Special education must include extensive lessons with multi-sensory exercises designed to help the child develop those linguistic auditory memory patterns (LAMP) that are directly involved in the reading process. Some of these essential "linguistic auditory memory patterns" include:

1. Sequencing letter and alphabet symbols.
2. Following action word sequences and directions.
3. Imitating initial consonant sound patterns.
4. Reproducing complex word patterns and sounds.
5. Repeating meaningful rhymes and jingles.
6. Expressing linguistic intonation, inflexion, and rhythm.
7. Singing and chanting.
8. Reading sentences and paragraphs.
9. Writing letter and word sequences.
10. Spelling.

The LAMP exercises were designed to help learning disabled children acquire just some of the basic skills listed above. These skills are all concerned with the development of simple auditory memory patterns commonly encountered in letter-sound sequences. However, other perceptual skills (visual discrimination, sequencing, memory, etc.) are also involved.

RESEARCH FINDINGS -

Considerable applied research has been done on the importance of perceptual training as a prerequisite for reading. While gross-motor and sensory training do not usually contribute to the direct acquisition or development of reading skills, some forms

of auditory and visual training are essential components of the reading process. A brief summary of pertinent research is presented here.

Auditory Sequencing

The auditory discrimination factor in reading and reading disability was critically discussed by Durrell and Murphy (1963) with the conclusion that the training of auditory skills be included in the remediation of reading problems. More recently, Denckla (1977) has described the neurological basis for reading disabilities which result in such specific problems as poor phonemic perception, limited sequencing and memory span for sentences.

In a study of 356 kindergarten children using the Metropolitan Reading Readiness Test plus a special test of serial operations, Scott (1969) concluded that children with good serial abilities tend to do significantly better on reading readiness tasks. Similarly, Corkin (1974) compared average and inferior readers on tasks requiring them to remember the correct serial position of auditory and/or visual stimuli and discovered that the average readers surpassed the inferior readers at all ages studied.

Auditory short term memory for words plays a major role in the reading process. Richie and Aten (1976) found significant differences to exist between ten and eleven year old normal and reading disabled children on the auditory recall of phonemes, sentences, and sentence syntax. Payne et al ((1980) studied the perception of sequentially organized patterns and reading

comprehension and found that a deficit in auditory memory of sequential sound patterns is a major factor in poor reading.

Likewise, Klein and Schwartz (1979) used 92 second and third grade students with auditory sequential memory and reading problems in an experimental training program which tried to increase the number of sounds, words, sentences, and directions a child could retain; reading accuracy improved significantly for the training group with the conclusion that controlled sequential memory training helps children develop and strengthen their own techniques for retaining information to be learned. Other researchers, such as McLeod and Greenough (1980) have recently shown that primary aged children who are good spellers are superior to poor spellers on all verbal linguistic short-term memory tasks - such as remembering one to seven sequences of letters or spoken words; however, no real differences existed between the groups on memory for digits or pictures.

Auditory Blending and Fusion

Chall and Rosewell (1963) reported that sound blending ability requiring auditory sequential memory in the first grade was significantly correlated with third-grade silent reading. Later, Chall (1967) conducted a major survey of numerous studies of the reading process and arrived at the following conclusions:

- The basic readiness skill for learning to read is knowing the names of the letters.
- Knowing the sound value of the letters and similarities and differences between various words before learning

formal reading helps significantly.

- In the primary grades (1 - 3) letter and phonics knowledge appears to have a greater influence on reading achievement than general mental ability.

In a review of studies on the relationship of selected auditory perceptual skills and reading ability, Hammill and Larsen (1974) found sound blending ability to be significant and of increasing importance in upper grade reading programs. These findings have been confirmed by other researchers such as Richardson et al (1980) who also disclosed that elementary school poor readers had significantly high sound blending and auditory closure deficits (as measured by the ITPA) which related to a wide variety of reading measures independent of IQ.

In order to blend sounds the learner must quickly perceive the different graphemes in proper sequence, make the proper phonemic associations, and then fuse the separate sounds into a single linguistic expression. This process involves auditory discrimination, fusion, closure, and a temporal order rhythmic seriation of varied sounds. For efficient reading, the process must be developed to the point where it becomes a highly automatic unconscious response. These complex discriminations and associations have a neurological base involving both right and left hemispheric functions, transfer, and integration. Recent research indicates that many poor readers are deficient in most of these neuropsychological abilities.

For example, Golden and Steiner (1969) discovered that poor second grade readers have significantly less ability than

good readers in the fusion of a temporal sequence of sounds, in short-term memory on ITPA tasks, and in the short term memory of phonetic nonsense words and designs as measured by the Monroe Visualization test. The results of similar work by Tallal (1976) show that children with developmental language delay are incapable of processing nonverbal stimul presented at rapid rates but can process the same stimuli at slower rates of presentation. Other work by McCroskey and Kidder (1980) also show that normal children experience auditory fusion at shorter time intervals than is true for reading disordered children. Reading disabled children need slower paced systematic instruction in developmental exercises which present symbolic material to be organized and fused in a temporal order sequence.

Interestingly, right ear instruction appears to be more effective than left ear instruction insofar as auditory sequencing, blending and fusion are concerned. Satz (1976) reported that good readers have a right ear advantage on dichotic listening tests (where auditory stimuli is presented to both ears) at all ages studied (five through twelve) and the magnitude of the right ear advantage increases with age. In another study using dichotic listening tests, Mercure and Warren (1978) found that both inadequate and adequate third grade readers were more efficient in processing nonsense syllables presented to the right ear than to the left ear with adequate readers performing significantly better than the inadequate readers. Some further instructional implications of these findings are discussed later in this paper.

Auditory - Visual Integration

Obviously, reading involves the perception and integration of visual symbols such as letters with their auditory associations and sounds. In fact, most beginning reading must start with the visual discrimination, identification, and proper sequencing of alphabet letters and their sounds. Once the letters, words, and symbols have been correctly perceived visually, these perceptions must be quickly analyzed and associated with their auditory components and then retained and integrated for functional use. Although many reading disabled persons have significant deficits in visual memory,these problems appear most often when the individual must reproduce in writing some symbol-sound sequence such as a letter or word series.

In a doctoral study, Kass (1962) confirmed that children with reading disabilities differed from normal readers with greater difficulty in such skills as reproducing visual symbols, predicting a whole from a part, and visually comparing detailed figures rapidly. Muehl and King (1967) discovered that children learn words best when meanings were emphasized by establishing associations with words and their sounds - the most effective training procedures began using matching letter and word sequences.

Recently, Cohen(1980) established that the eye movements of dyslexics zoom randomly about the page and that this is the product of the brains inability in these persons to deal sequentially with information. However, research has also shown that special kinds of visual training can improve the processing of visual memory for symbols. For instance, Spache (1976) has discussed seven

successful studies with kindergarten beginning readers that emphasized the visual discrimination and sequencing of letters and words which indicated that a multi-sensory approach to developing sound-symbol associations was most effective.

It is apparent that reading is a complex act requiring the auditory-visual integration of varied stimuli. In a study of 200 children, Birch and Belmont (1964) found that those with lower auditory-visual performance had lower reading scores and concluded that auditory-visual integration is related to reading since children with reading difficulty have significant problems in transferring information from one sensory modality to another. In a follow-up report, Birch and Belmont (1965) found that the inability to translate rhythmic patterns to visual representations (such as a symbol pattern) was highly related to reading ability in the primary grades but that the importance of such skills declines by the fourth grade.

In a study of auditory tests for identifying neurologically handicapped children, Sabatino (1969) also found that duplicating tapped rhythms, pairing syllables, meaningful word discrimination, and memory for sentences were the most significant discriminating tasks. Both Johnson (1967) and Myklebust (1968) have reported on the importance of such developmental skills as visual and auditory patterning and the sequencing of letters, sounds and words. Badian (1977) also studied the importance of auditory-visual integration, auditory memory and reading in retarded and adequate readers and demonstrated that a short term memory deficit appears to be a major factor in the inferior auditory-visual integration of retarded readers.

Language Patterns

A language pattern is an expression of words and sounds in a form that is recognizable and which can be communicated to others. Common language patterns include customary utterances, sentences, emotive oral expressions (joy, anger, etc.), rhymes, chants, jingles, song lyrics, and poems. The essential elements in most language patterns are rhythmic expressions of"feelings and meanings" through intonations, words, and gestures.

In their extensive studies of language disabilities in children, Wiig and Semel (1976) demonstrated that efficient reading depends on a knowledge of the structural and semantic rules of the natural language; visual processing and cogntive deficits in forms of semantic transformations - such as in spatial-temporal-sequential relationships- result in poor reading. Vellutino (1977) has also presented evidence that dyslexia and other severe reading disabilities seem to be disorders in one or more aspects of linguistic functioning such as the semantic, syntactic, and phonological components of the language.

In her study of syntactic language patterns in normal and dyslexic children Vogel (1977) identified five categories for developmental instruction:

1. Recognition of melody patterns.
2. Recognition of grammatic structure.
3. Comprehension of syntax.
4. Sentence repetition.
5. Meaning and organization in expressive language.

Two other researchers, Wallach and Goldsmith (1977) have also concluded that reading disabled children should have more emphasis placed on synthesizing smaller syllabic units and using meaningful language segments for generalization and abstraction. Such units and segments might best be taught through rhythmic and melodic patterns. An experimental investigation of specific language disability by Wolf (1967) disclosed that poor rhythm (as evidenced by the Seashore Rhythm Test) was a highly significant discriminating measure of very poor readers. Several studies have indicated that special educators should provide more experience for reading disabled children to develop rhythmic expressions and patterns of sound-symbol relationships.

For instance, Frostig (1968) advocated that auditory training exercises should include the discrimination between rhythms and different sounds and proceed to setting out or writing letters in simple oral sequences and word patterns. Kaliski (1977) also summarized research showing that auditory-vocal stimulation using rhythm and rhythmic speech (including singing and rhythm band activities) is the fundamental need of most children with specific language disabilities - she also recommended that this kind of training should precede traditional beginning reading until the child has established correct auditory patterns. Other studies, such as that by Swanson (1979) have conclusively shown that primary aged learning disabled children are significantly inferior to normal controls in retaining phonetic, conceptual and linguistic serial word lists and have hypothesized that linguistic rhyming exercises facilate recall and improve the performance of learning disabled children.

INSTRUCTIONAL STRATEGIES -

There are many practical implications of the research on helping learning disabled children become more effective readers. It has certainly been established that most poor readers require much more systematic instruction in the acquisition of linguistic auditory memory patterns. It is also clear that effective instruction must emphasize fundamental rhythmic skills and the increasingly more difficult seriation and integration of symbolic material. This might be accomplished in several different ways.

Bannatyne (1968) recommended that speech and language training should dominate initial instruction with emphasis on "emotive communication" and phonetic sequencing -emotive communication includes many art, music, and movement exercises as part of the total communication program. Semel (1972) created a structured "sound-order-sense" lesson series and found it highly effective in improving the auditory perceptual abilities of second graders. Traub and Bloom (1972) adapted the Orton-Gillingham methodology for teaching reading to include more multi-sensory structured sound symbol patterns and playing word games.

Another language training strategy for young children was outlined by Bricker (1974) who recommended sequential experiences in attending-responding, imaginative and representational play, receptive language discrimination, and motor and verbal imitation; Bricker found that when a child establishes motor imitation then the verbal imitation of sounds, words, and the pairing of sounds becomes easier. An experimental five year program with kindergarten children in several states conducted by Venezky (1976) also

showed that the essential pre-reading skills are developing "attention and predisposition" for reading and that letter discrimination, sound association, blending, and sound matching exercises were all parts of successful programs.

Many of these strategies have been incorporated into other published programs, methodologies, and materials. Gillet (1974) published a handbook on developing auditory processes with an extensive list of teacher aids and materials. A manual on the remediation of learning disabilities by Valett (1974) includes many resource materials for auditory and visual perceptual training. Klein and Schwartz (1977) have produced a helpful booklet of exercises and materials for the specific use of developing sequential memory and attention. Studies such as those by Cook et al (1980) indicate that even relatively short lessons of ten minutes per day using special exercises and techniques (like the neurological impress method of modeling rhythmic reading) can produce significant gains on both auditory discrimination and reading tests. Recently, the importance of right ear stimulation and training has prompted the use of headphones, recordings, amplification, and electronic devices along with other neuropsychological methods and techniques. Many other resources are available for use in remedial instruction by the innovative teacher or therapist.

LAMP EXERCISES -

The Linguistic Auditory Memory Patterns (LAMP) presented in the following exercises are another kind of program resource for the concerned teacher or therapist. The exercises have been

based on the rationale that the acquisition of linguistic auditory memory patterns are intrinsic components of the reading process as established by both research and practice.

The LAMP exercises first require the pupil to listen carefully and make kinesthetic contact with the symbol sequences to be learned. Through repeated systematic rhythmic imitation, tracing and verbalization, the pupil begins to feel and acquire the pattern. Then copying, writing, visualization, and chalkboard activities are gradually introduced to reinforce learning and retention. LAMP consists of 100 developmental lessons containing sequential exercises on five levels as follows:

Level I. Sequencing Letter and Alphabet Symbols (#1-20)

This beginning level contains 20 lesson exercises starting with simple number seriation, progressing to alphabet seriation, and concluding with simple letter patterns. Exercises # 5 (simple number sequencing) and # 15 (letter patterns) are suggested as pretests.

Level II. Common Action Words (#21-30)

This level contains 10 lessons of progressively more difficult action sounds. The pupil begins with single common sound patterns and progresses to more complex dual sound patterns. Exercise #25 (single sound patterns) is suggested as a pretest.

Level III. Initial Consonant Patterns (#31-50)

This level contains 20 lessons requiring discrimination and imitation of increasingly more difficult three word linguistic patterns. Exercises # 35 (initial consonant name patterns) and # 45 (initial consonant sound patterns) are suggested as pretests.

Level IV. Complex Word Patterns (#51-75)

This level contains 25 lessons with three word patterns moving from initial consonant to final consonant and medial sounds. Exercises # 55 (complex initial consonant patterns), # 65 (final consonant patterns), and # 70 (medial sounds) are suggested as pretests.

Level V. Rhymes and Jingles (#76-100)

This level contains advanced exercises with words in meaningful sound patterns. The beginning exercises present single rhythmic sentences and progress through complete simple rhymes to rather complex rhymes and jingles. Exercises # 80 (simple rhymes) and # 90 (simple jingles) are suggested as pretests.

Teachers should use the LAMP exercises according to pupil needs. Pupil success on pretest exercises usually indicate readiness to proceed to higher numbered more difficult lessons. Obvious failure on pretest exercises suggests that the pupil should begin or review preceeding lessons. Complete non-readers or beginning readers should start at Level I. Poor readers may also profit from a review of simple sequencing on Level I although not all of the exercises need be used.

It is important that teachers use these LAMP exercises in a creative way that supplements their total program. The exercises have been designed in such a way that the pupil quickly learns to sequence and generalize instructions from one lesson to another.

It is essential however, that pupil responses be carefully monitored and corrected. A highly recommended procedure is for the pupil to count the number of correct responses made on each exercise sheet and to tabulate it on the bottom right hand corner of the page which can then be properly noted and rewarded as progress is made. Of course, teacher aides and fellow pupils can also serve as tutors and assistants.

As the pupil gains proficiency in the LAMP exercises the teacher should supplement them with other activities such as patterns created by the children themselves, games, notebook writing of patterns and rhymes, songs, chants, and poems from many other sources. For example, numerous variations of these patterns can be developed using the Alphabet Card Exercises, songs, and poems as indicated in the references. Supplemental electronic game exercise patterns can also be devised using such instruments as SPEAK AND SPELL (Texas Instruments) and SIMON (Milton Bradley Co.). If effectively used, the LAMP exercises should be fun and highly motivating for the pupils involved.

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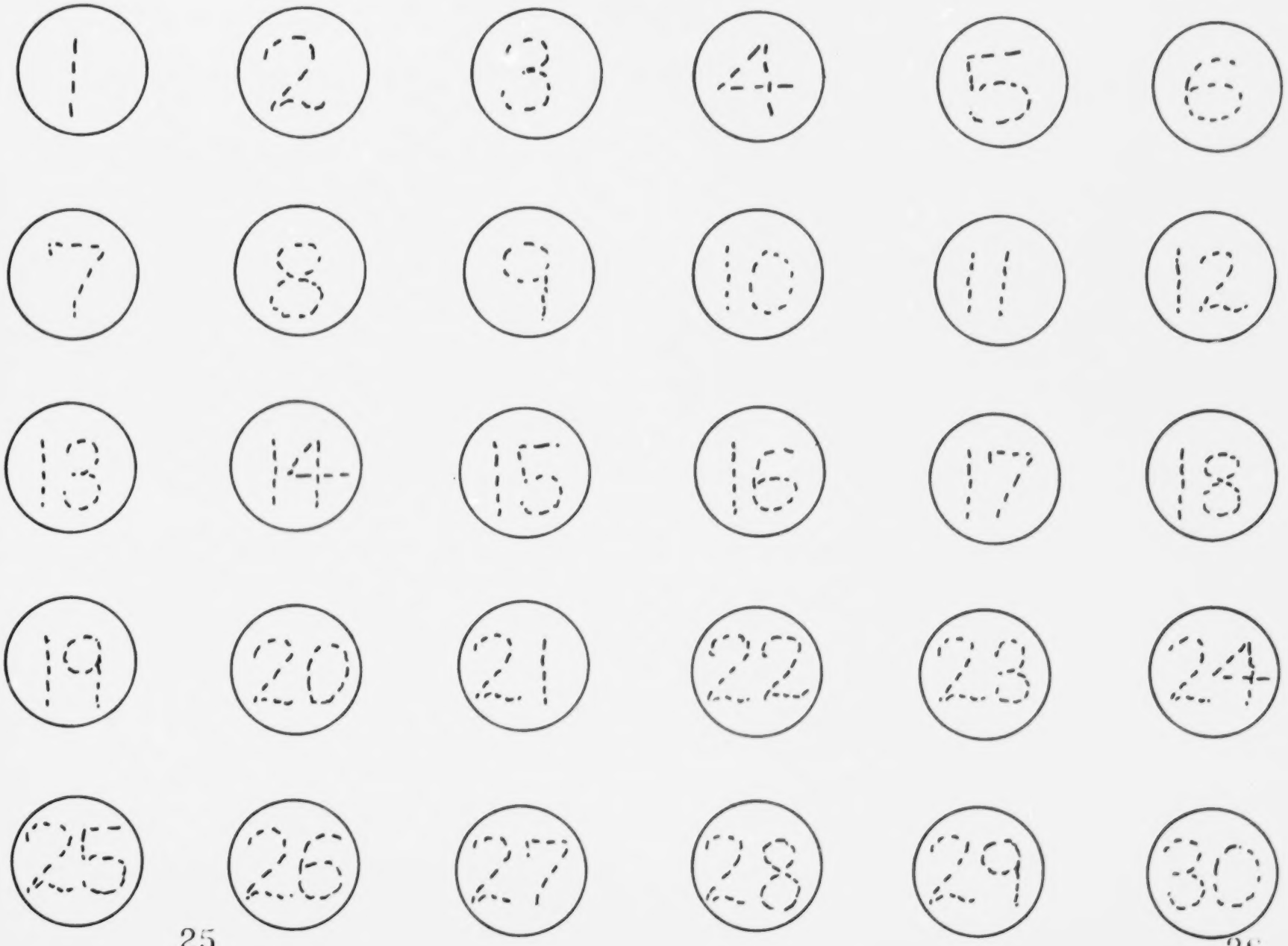
Level I: Exercise 1

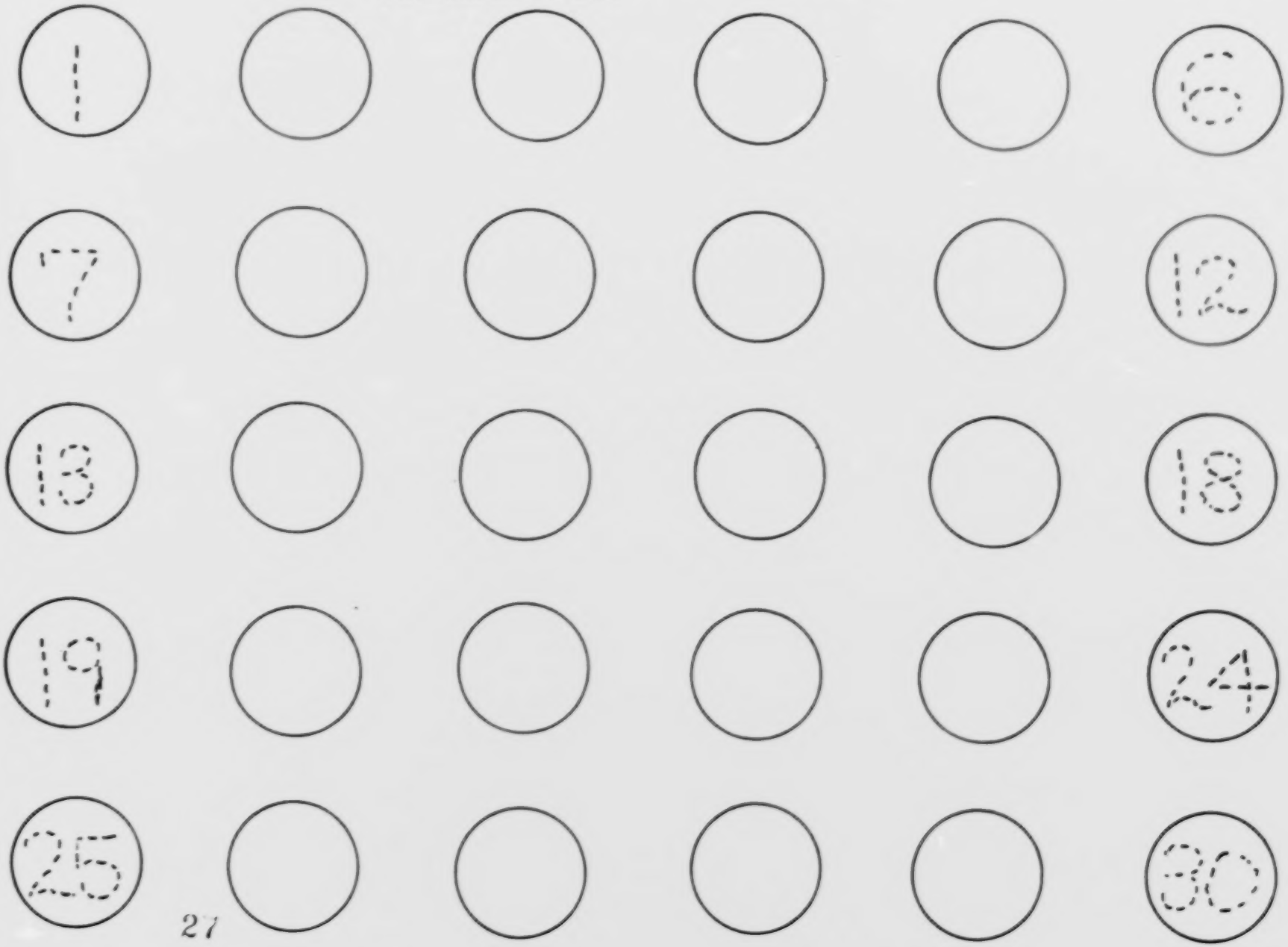
Directions: Place your finger on the number as you say it out loud. Then trace over the numbers as you say them again.

Level I: Exercise 2. Directions: Trace over the dotted numbers as you say them aloud.



Level I: Exercise 3.

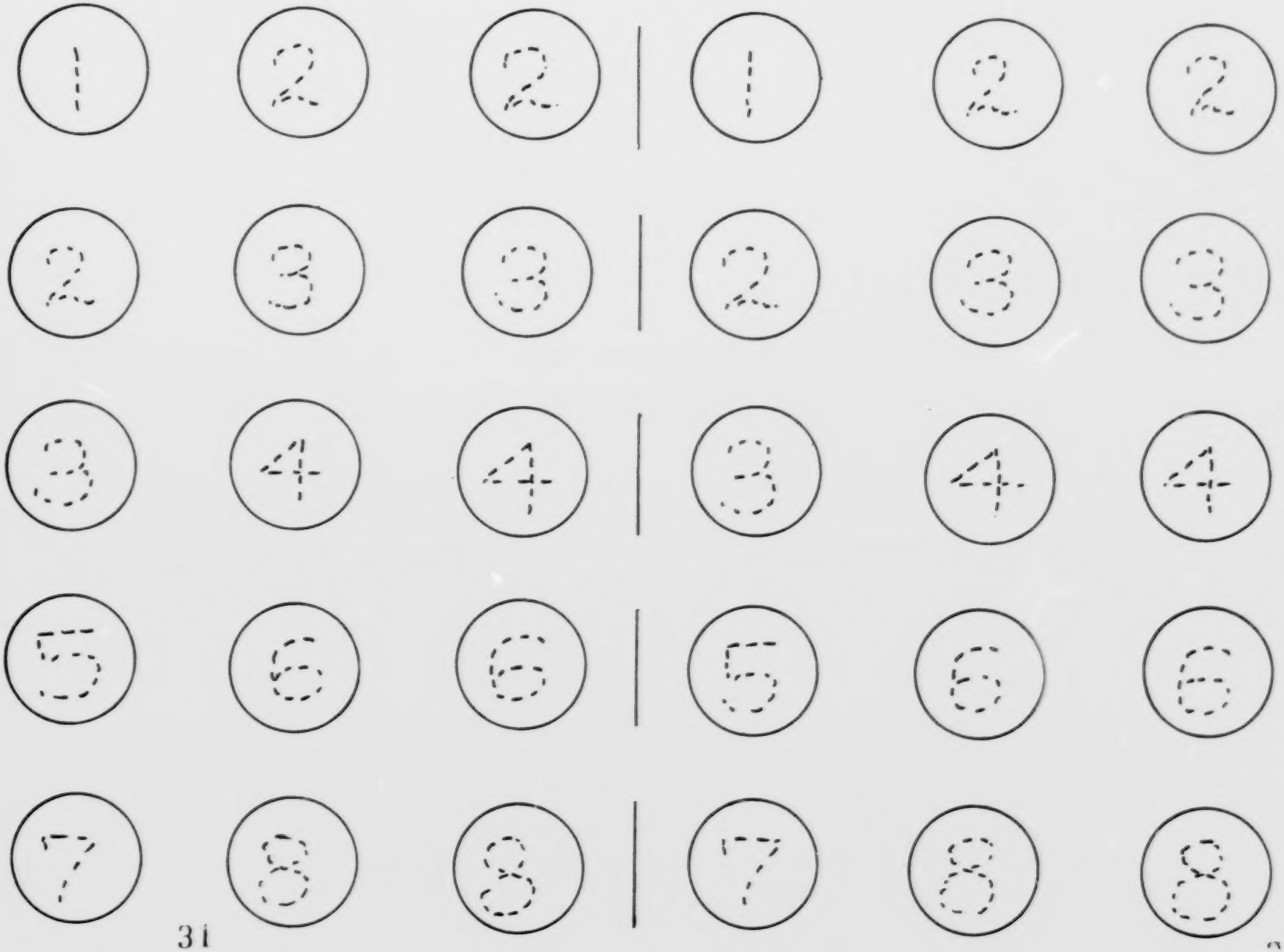
Directions: Trace over the dotted lines and write in the missing sequential numbers.



Level I: Exercise 4.

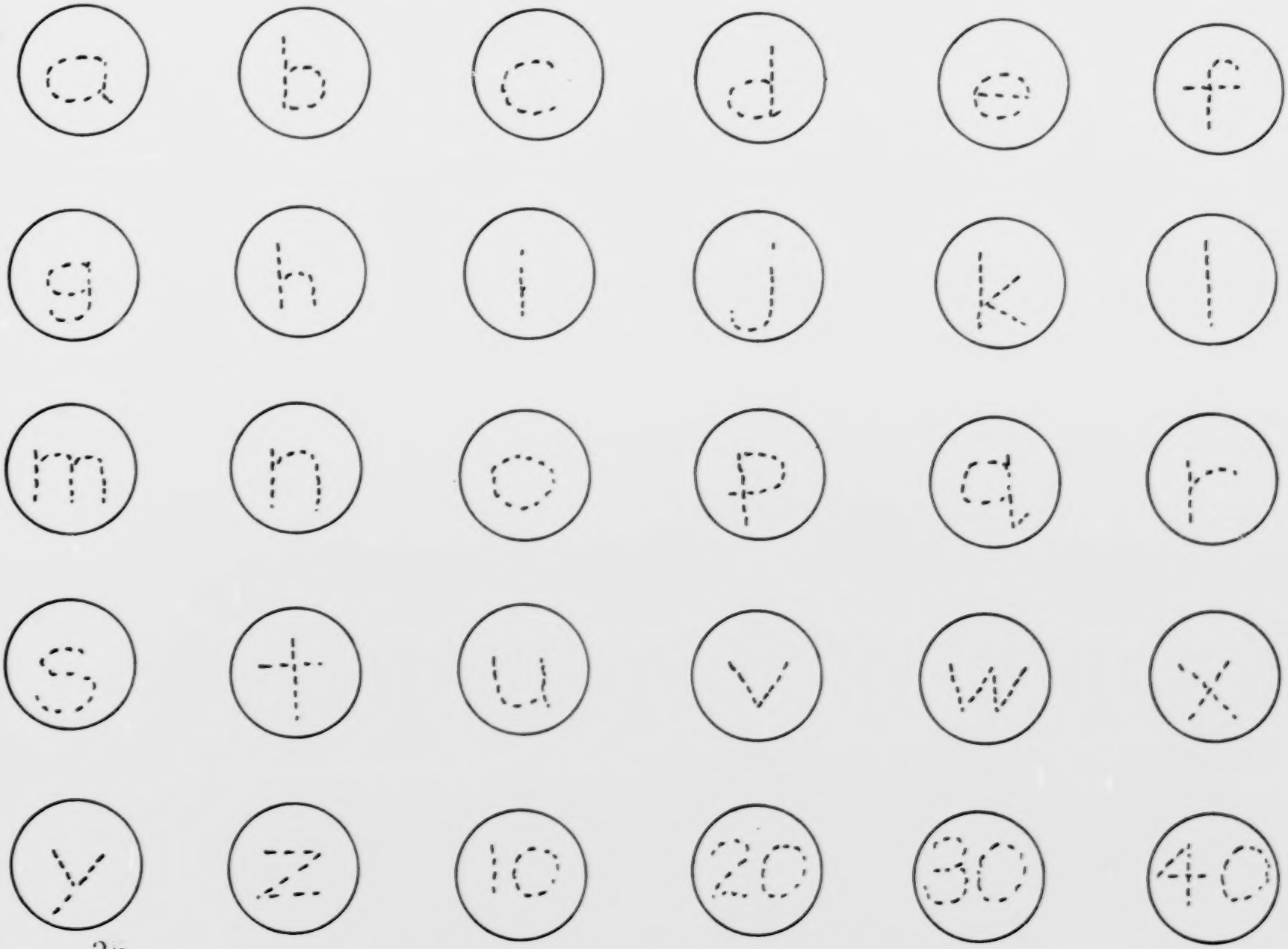
Directions: Place your finger on each number as you say it aloud. Then trace over the numbers as you say them again.

Level I: Exercise 5. Directions: Trace over the dotted numbers as you say them aloud. Pause at the lines between the circles.



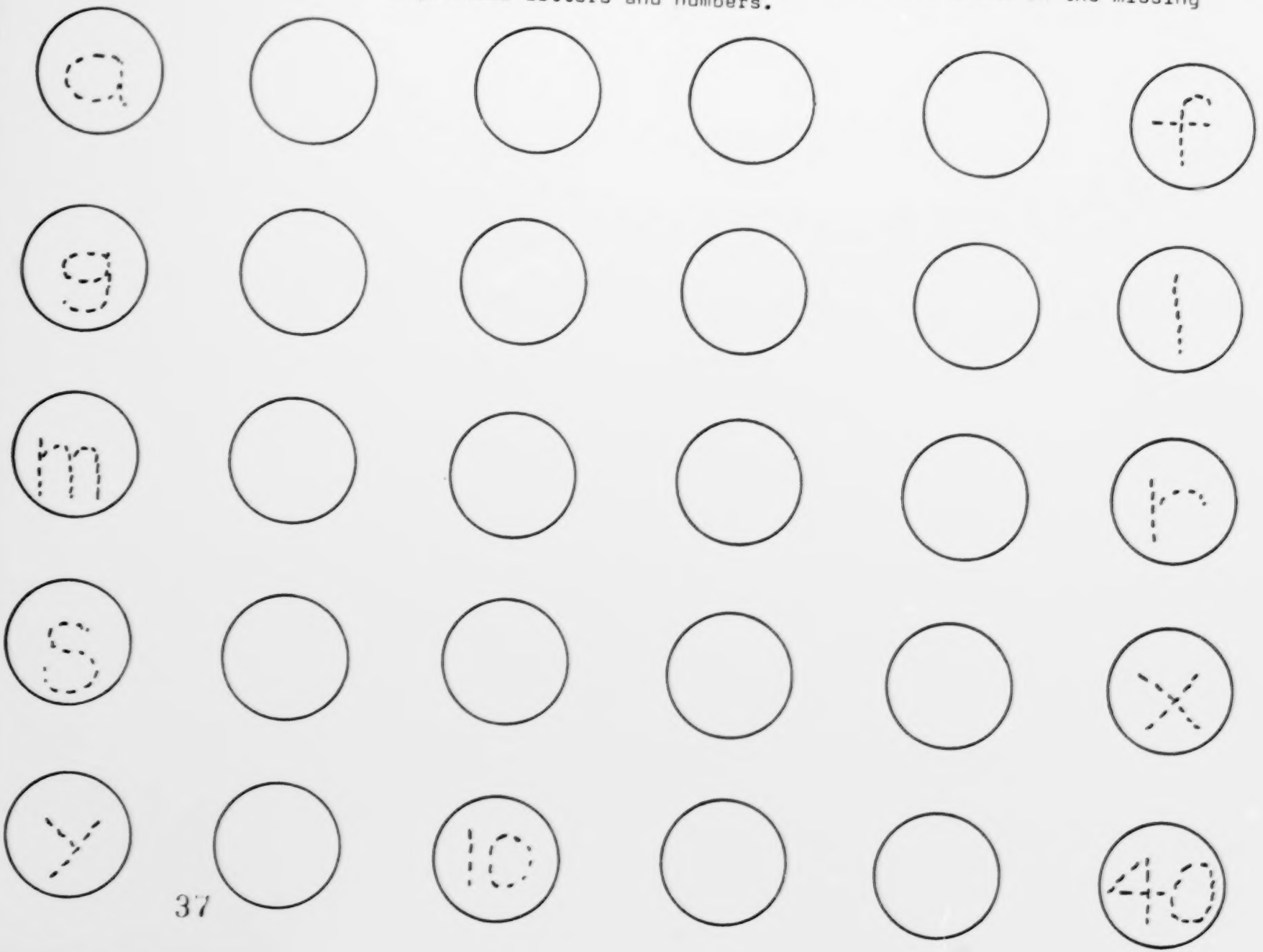
Level I: Exercise 6. Directions: Trace over the letters and numbers as you say them aloud.

Level I: Exercise 7. Directions: Trace over the dotted lines as you say the letters and numbers aloud.



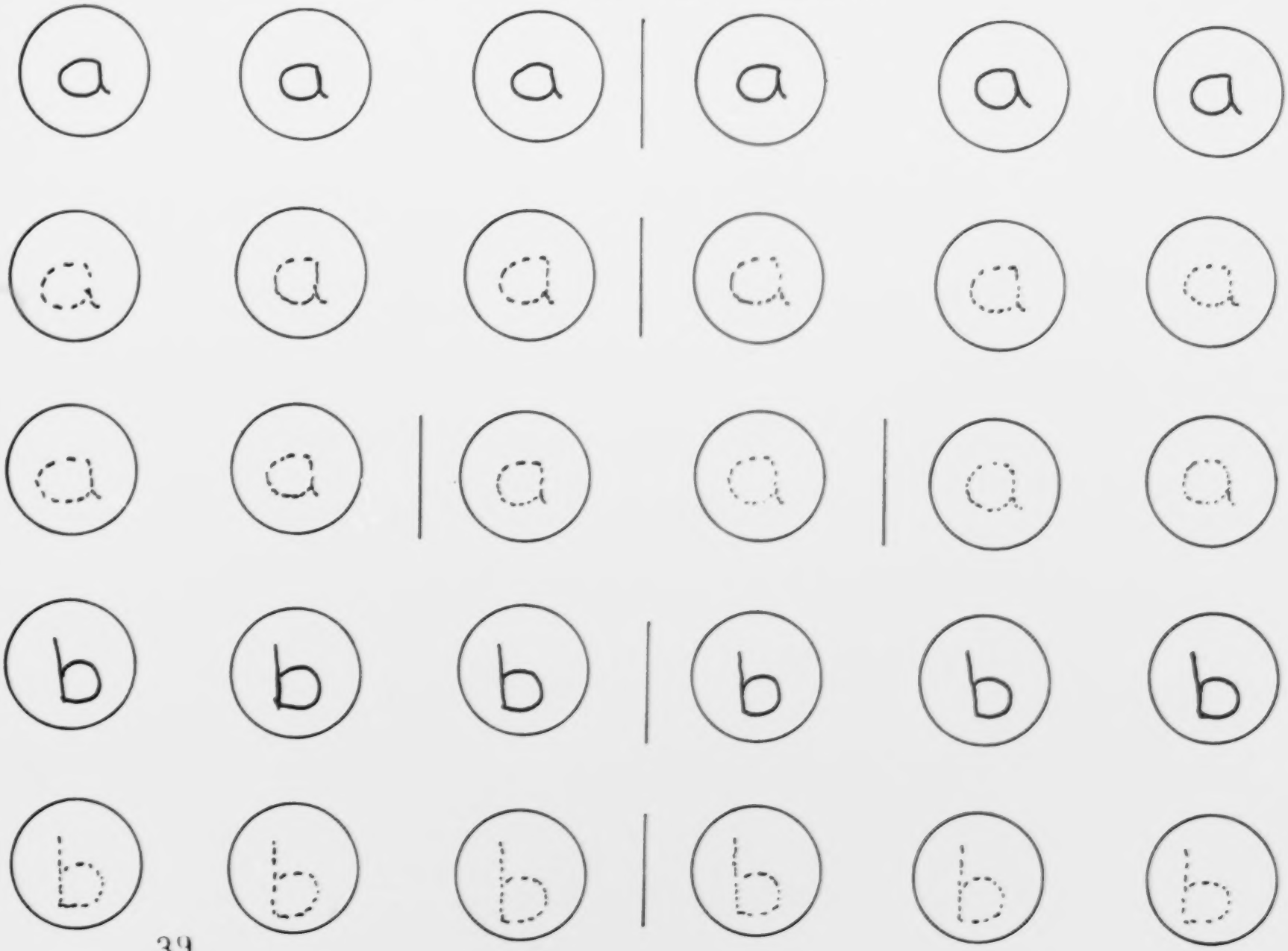
Level I: Exercise 8.

Directions: Trace over the dotted lines and write in the missing sequential letters and numbers.

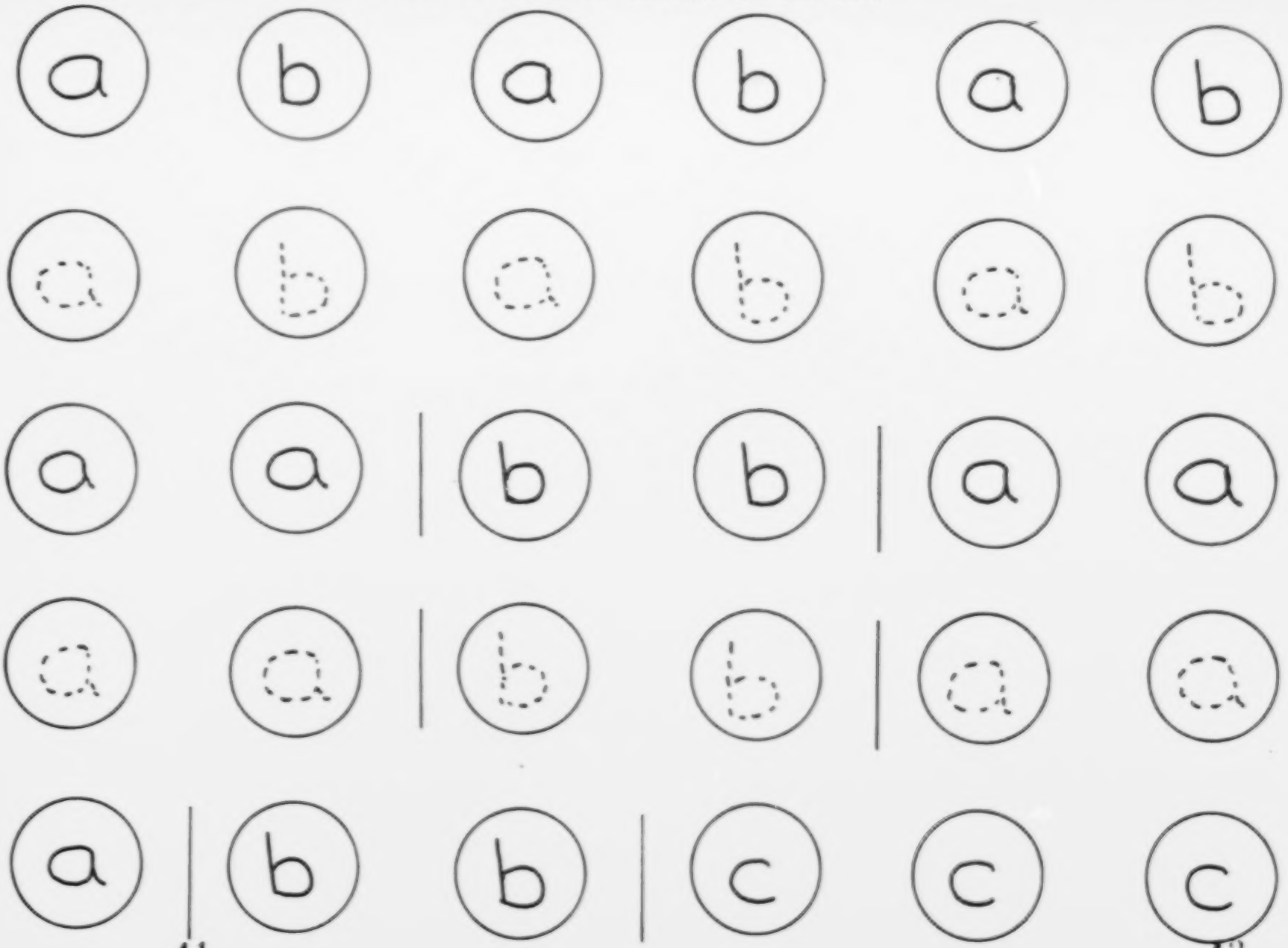


Level I: Exercise 9.

Directions: Trace over the letters as you say their names aloud. Pause at the lines between the circles.

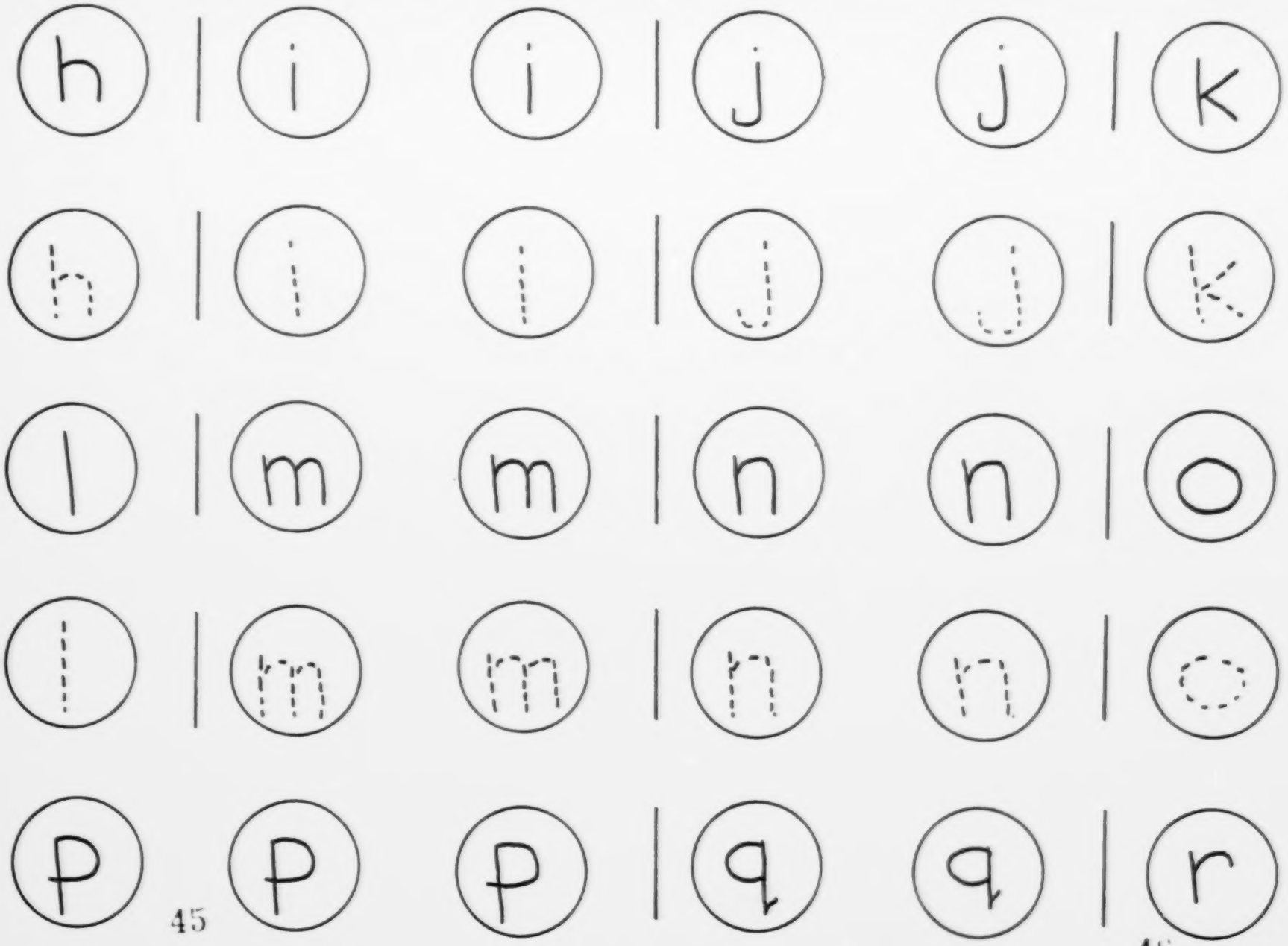


Level I: Exercise 10. Directions: Trace over the letters as you say their names aloud. Pause at the lines between the circles.



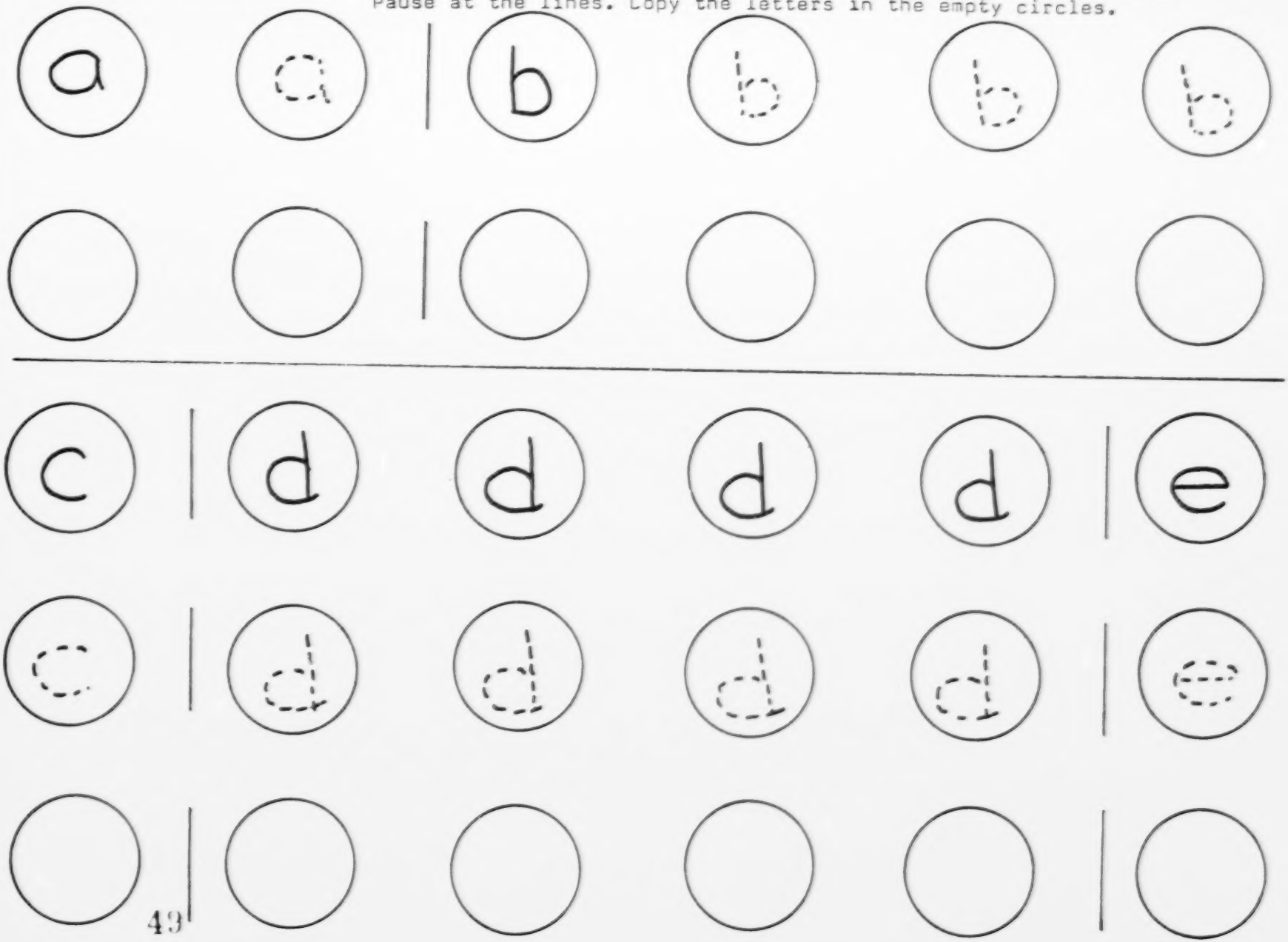
Level I: Exercise 11. Directions: Trace over the letters as you say their names aloud. Stop at the lines between the circles.

Level I: Exercise 12. Directions: Trace over the letters as you say their names aloud. Stop at the lines between the circles.



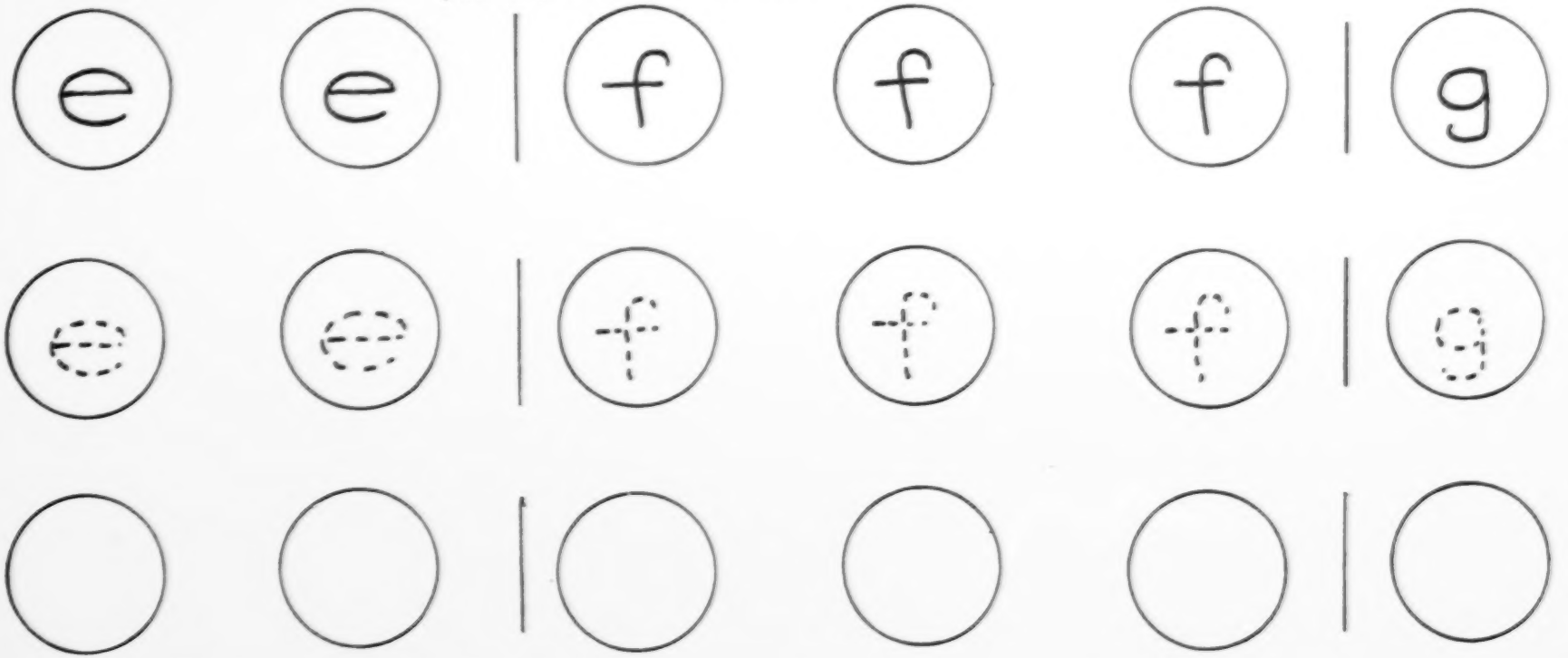
Level I: Exercise 13. Directions: Trace over the letters as you say their names aloud. Pause at the lines between the circles.

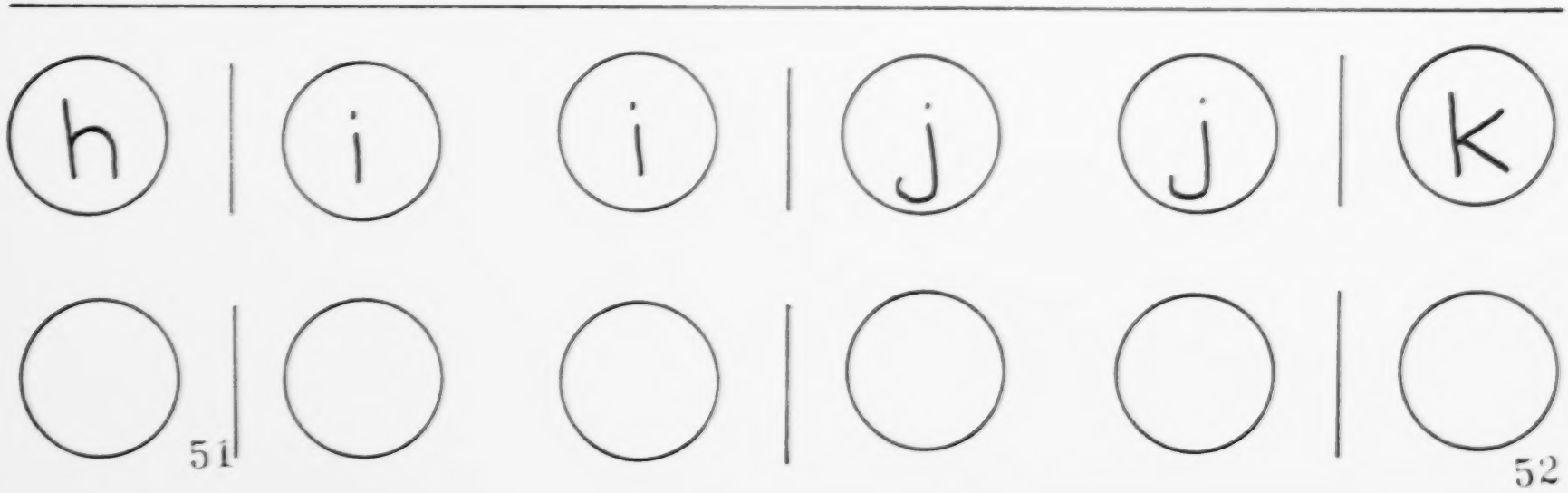
Level I: Exercise 14. Directions: Trace over the letters as you say their names aloud. Pause at the lines. Copy the letters in the empty circles.



Level I: Exercise 15.

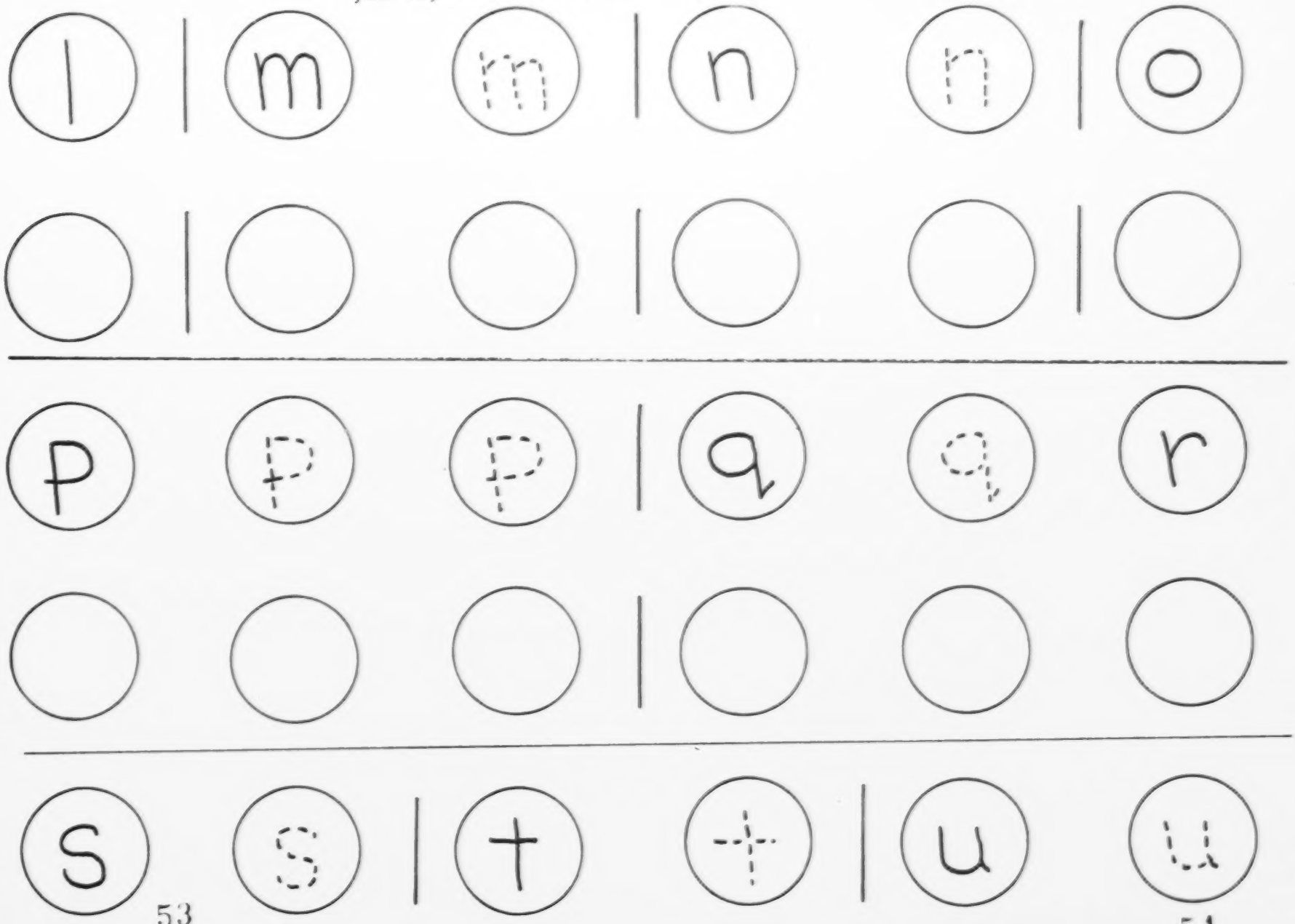
Directions: Trace over the letters as you say their names aloud. Pause at the lines. Then copy the letters in the empty circles as you say their names aloud again.





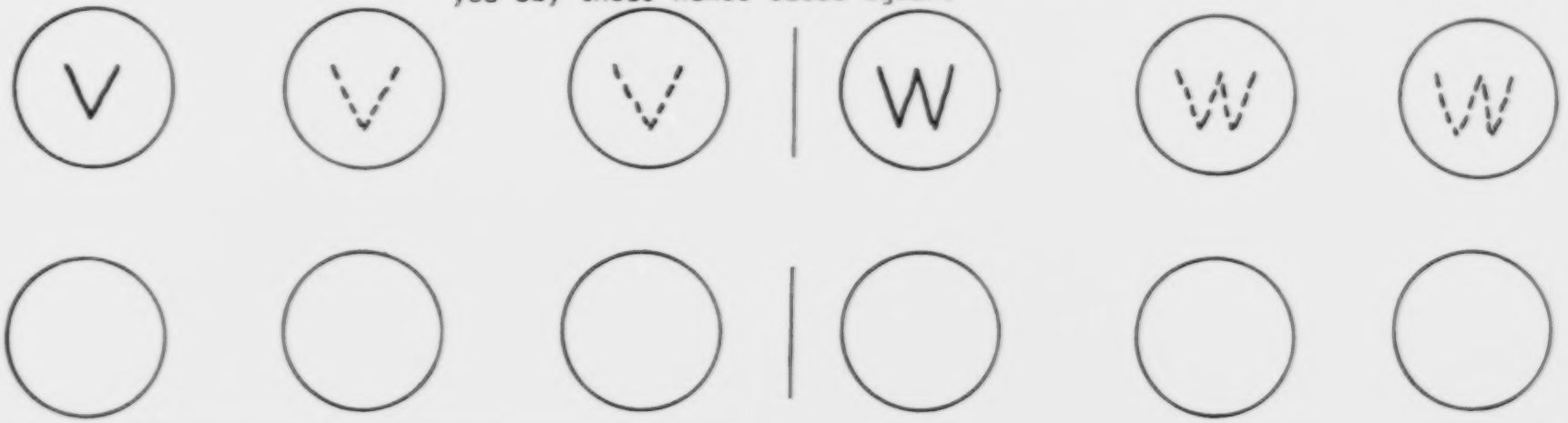
Level I: Exercise 16.

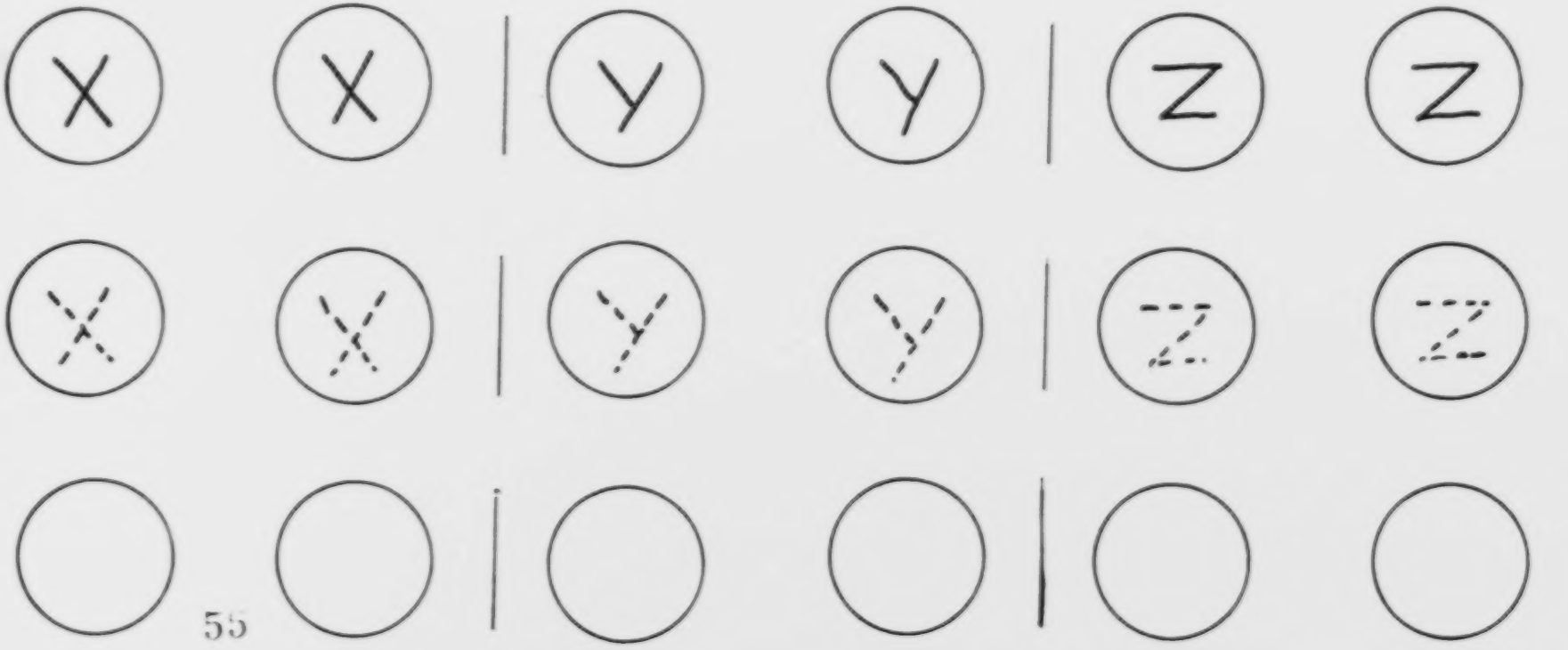
Directions: Trace over the letters as you say their names aloud. Pause at the lines. Then copy the letters in the empty circles as you say their names aloud again.



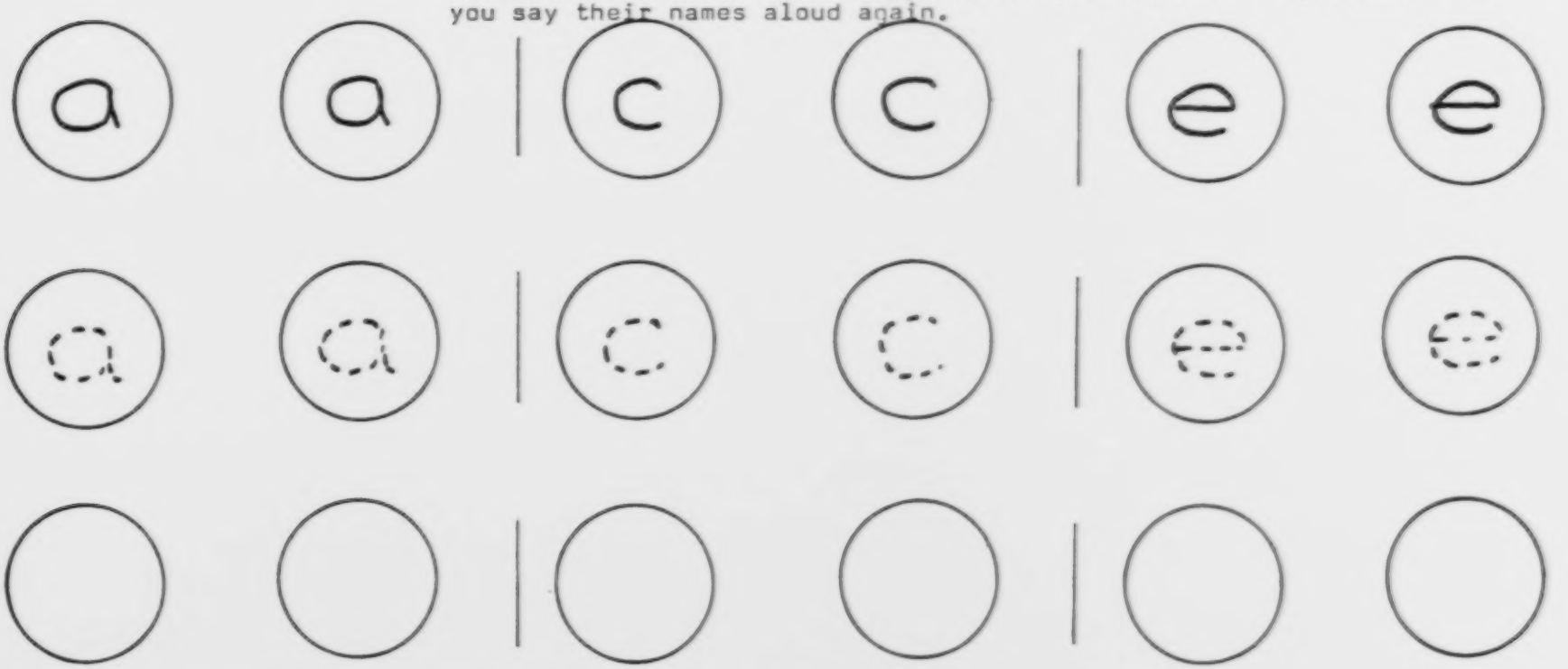
Level I: Exercise 17.

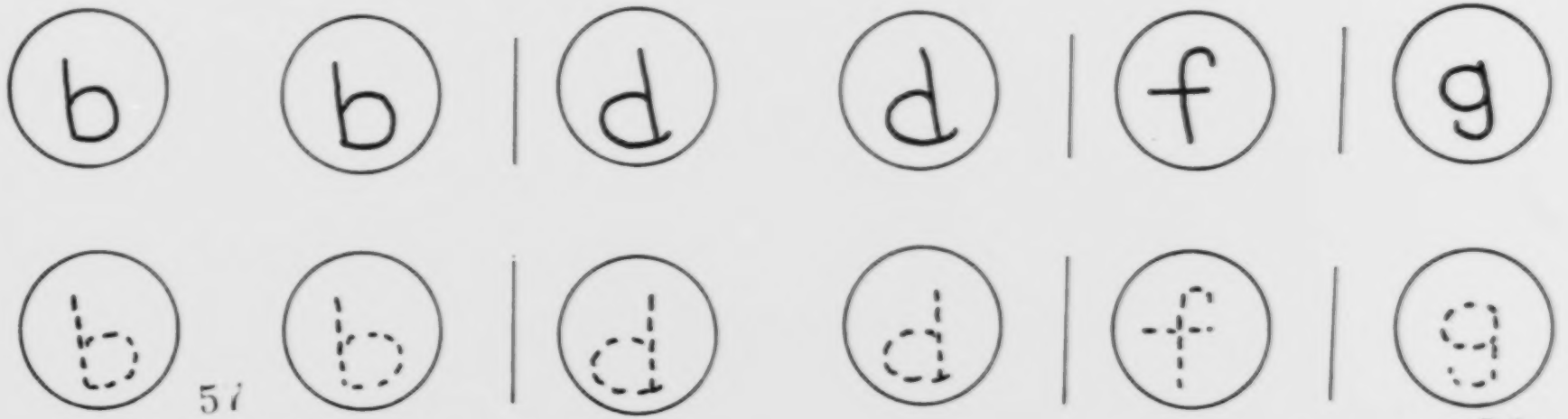
Directions: Trace over the letters as you say their names aloud. Pause at the lines. Then copy the letters in the empty circles as you say their names aloud again.





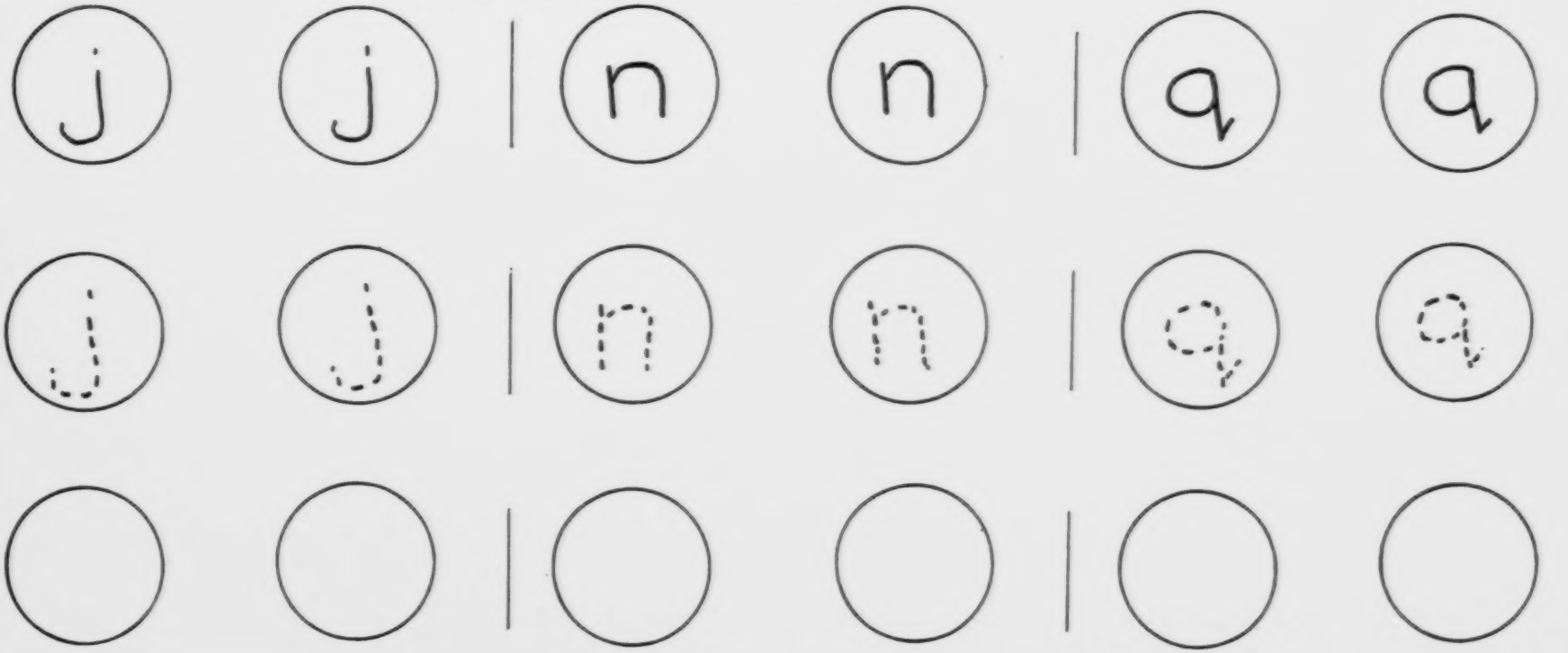
Level I: Exercise 18. Directions: Trace over the letters as you say their names aloud. Pause at the lines. Then copy the letters in the empty circles as you say their names aloud again.

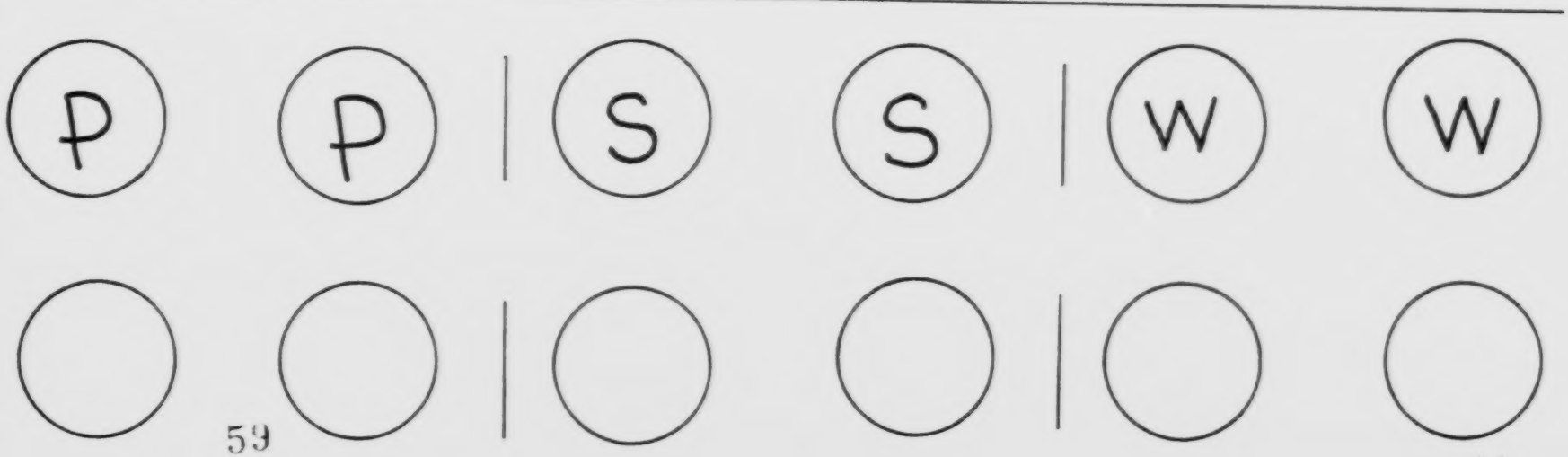




Level I: Exercise 19.

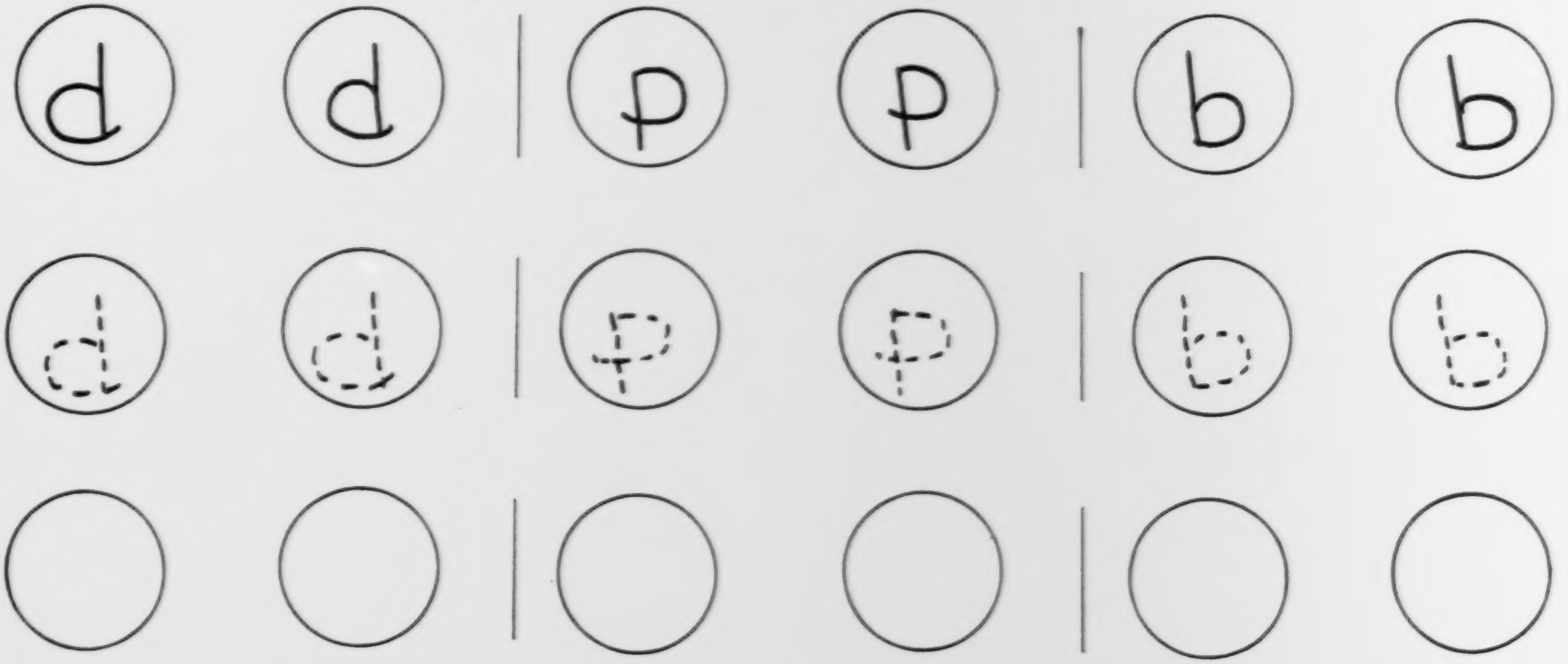
Directions: Trace over the letters as you say their names aloud. Pause at the lines. Then copy the letters in the empty circles as you say their names aloud again.

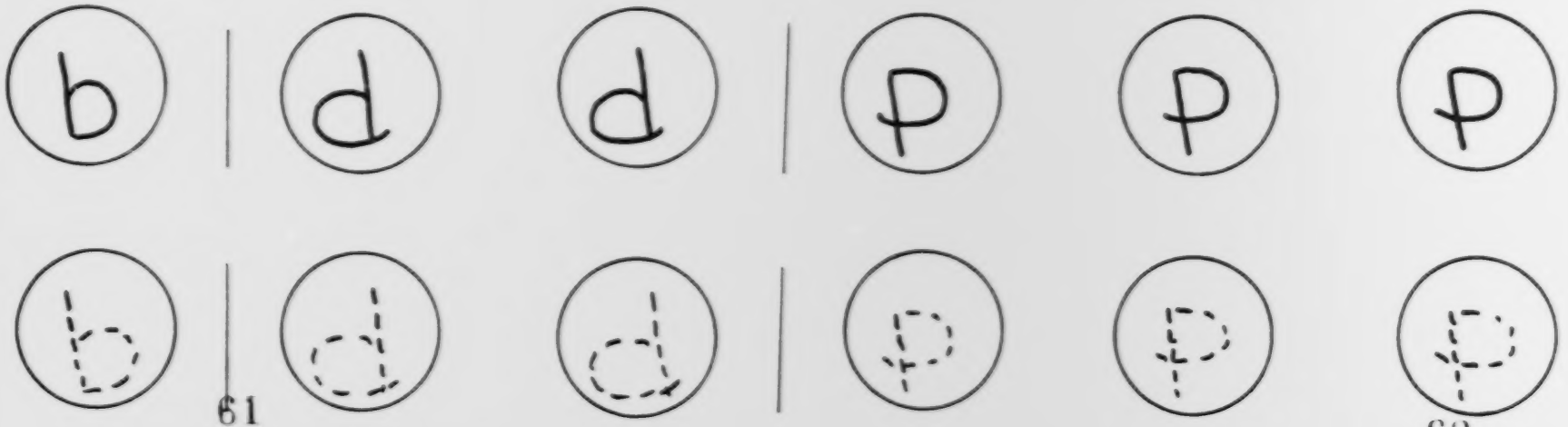




Level I: Exercise 20.

Directions: Trace over the letters as you say their names aloud. Pause at the lines. Then copy the letters in the empty circles as you say their names aloud again.





Level II: Exercise 21. Directions: Knock on each circle as you say each word aloud. Then trace over the dotted lines as you say the word aloud again. Pause at the lines between the circles.

Level II: Exercise 22.

Directions: Touch each word with your finger and say "yip" like a dog. Pause at the lines between the circles. Then trace over the dotted lines as you say the words again.

_yip _yip _yip _yip _yip _yip

_yip _yip _yip _yip _yip _yip

_yip _yip _yip _yip _yip _yip

_yip _yip _yip _yip _yip _yip

Y Y Y Y Y Y

Level II: Exercise 23.

Directions: Touch each word with your finger and say "chick" aloud. Pause at the lines between the circles. Then trace over the dotted lines as you say the words again.

_chick _chick _chick _chick _chick _chick

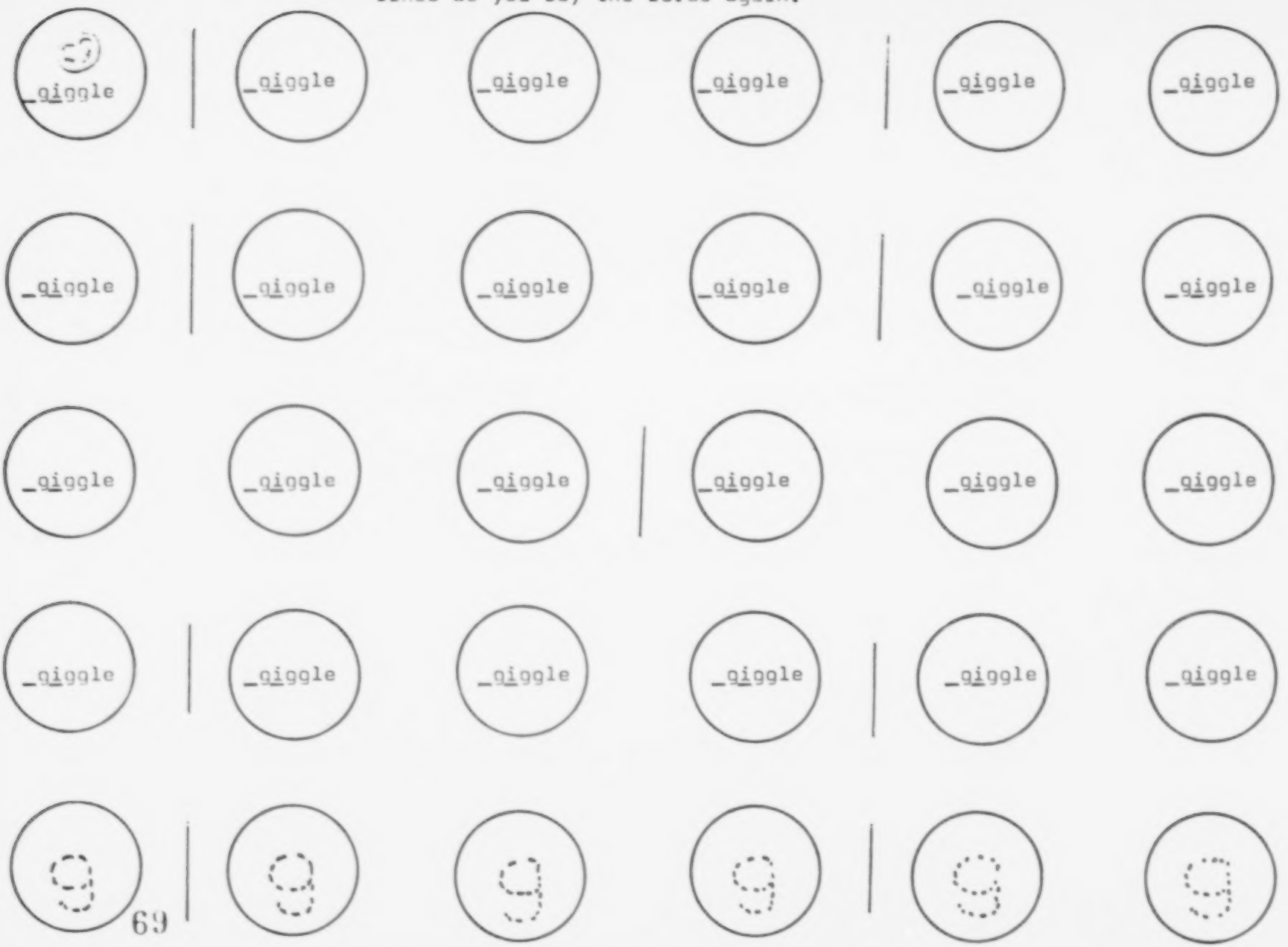
_chick _chick _chick _chick _chick _chick

_chick _chick _chick _chick _chick _chick

_chick _chick _chick _chick _chick _chick

C C C C C C

Level II: Exercise 24. Directions: Touch each word with your finger as you say "giggle" aloud. Pause at the lines between the circles. Then trace over the dotted lines as you say the words again.



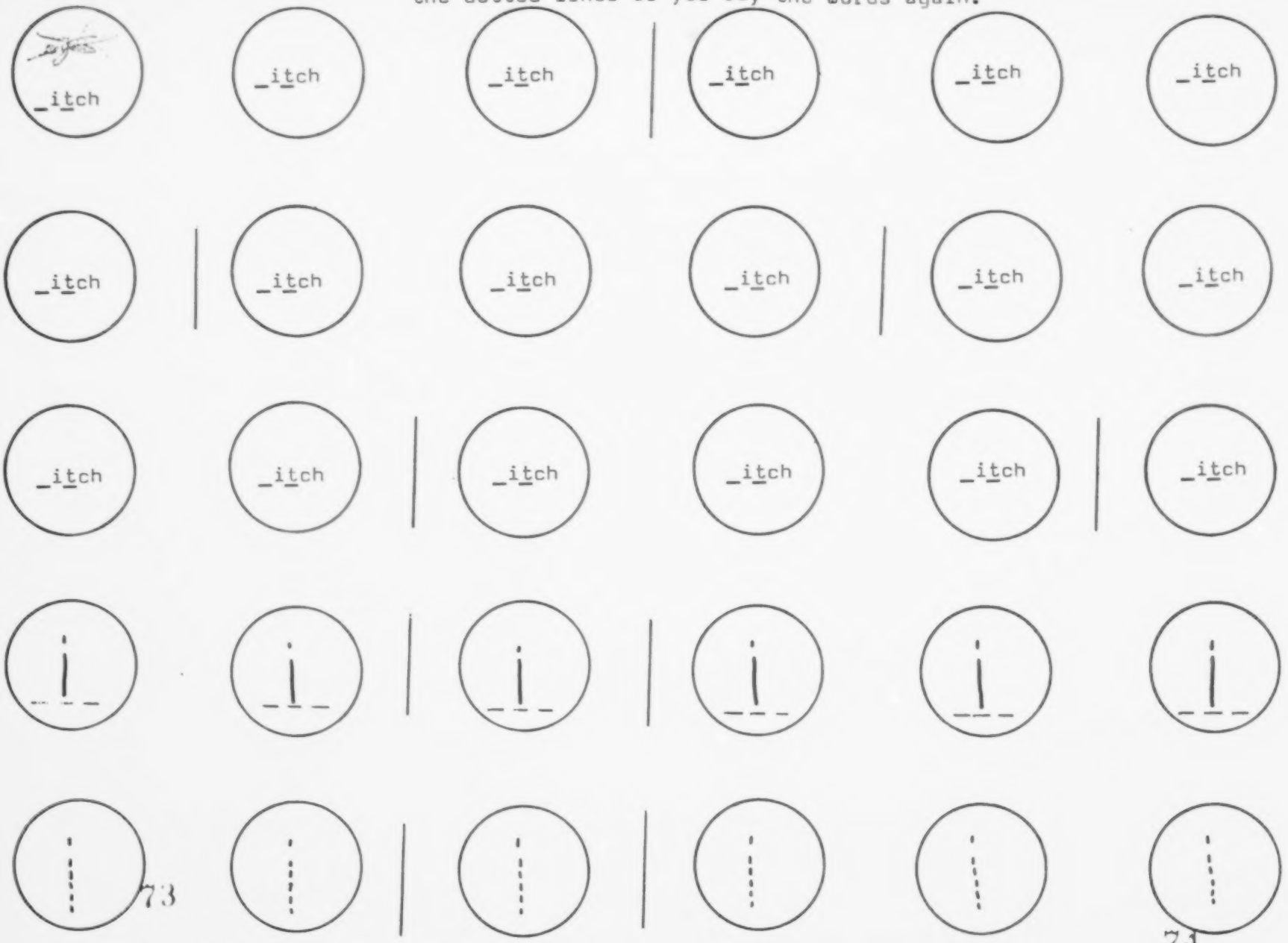
Level II: Exercise 25.

Directions: Touch each word with your finger as you say "oink" like a pig. Pause at the lines between the circles. Then trace over the dotted lines as you say the words again.

_oink	_oink	_oink	_oink	_oink	_oink
_oink	_oink	_oink	_oink	_oink	_oink
_oink	_oink	_oink	_oink	_oink	_oink
_oink	_oink	_oink	_oink	_oink	_oink

Level II: Exercise 26.

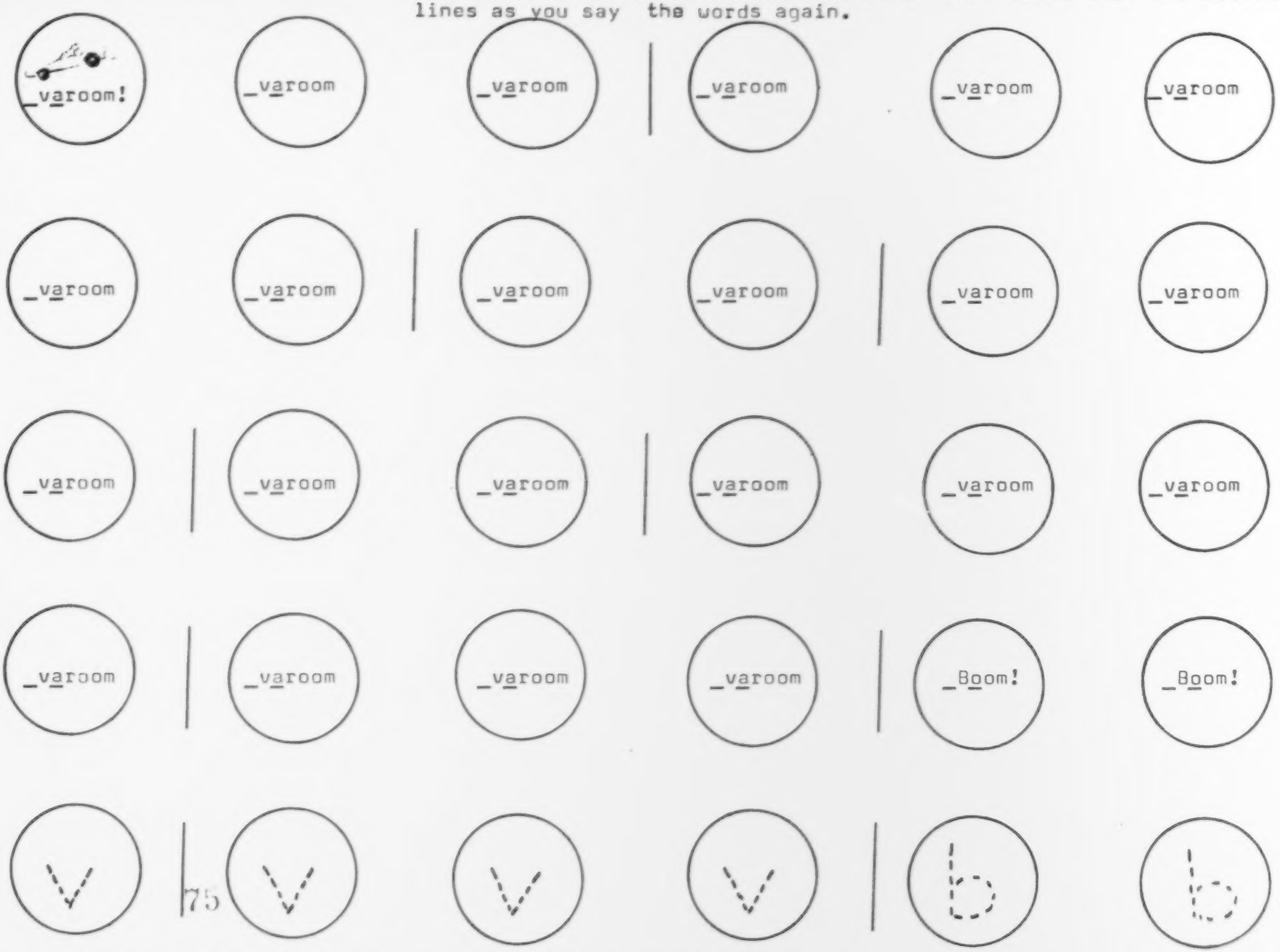
Directions: Touch each word with your finger as you say "itch" aloud. Pause at the lines between the circles. Then trace over the dotted lines as you say the words again.



Now write this last letter pattern on the chalkboard from memory.

Level II: Exercise 27.

Directions: Touch each word with your finger as you read it aloud. Pause at the lines between the circles. Then trace over the dotted lines as you say the words again.



Now write this last letter pattern on the chalkboard from memory.

Level II: Exercise 28.

Directions: Touch each word with your finger as you read it aloud. Pause at the lines between the circles. Then trace over the dotted lines as you say the words again.

_rattle	_rattle	_rattle	_rattle	_rattle	_rattle
_tattle	_tattle	_tattle	_tattle	_tattle	_tattle
_rattle	_rattle	_tattle	_tattle	_rattle	_rattle
r	r	+	+	r	r
r	r	+	+	r	r

77

75

Now write this last letter pattern on the chlkboard from memory.

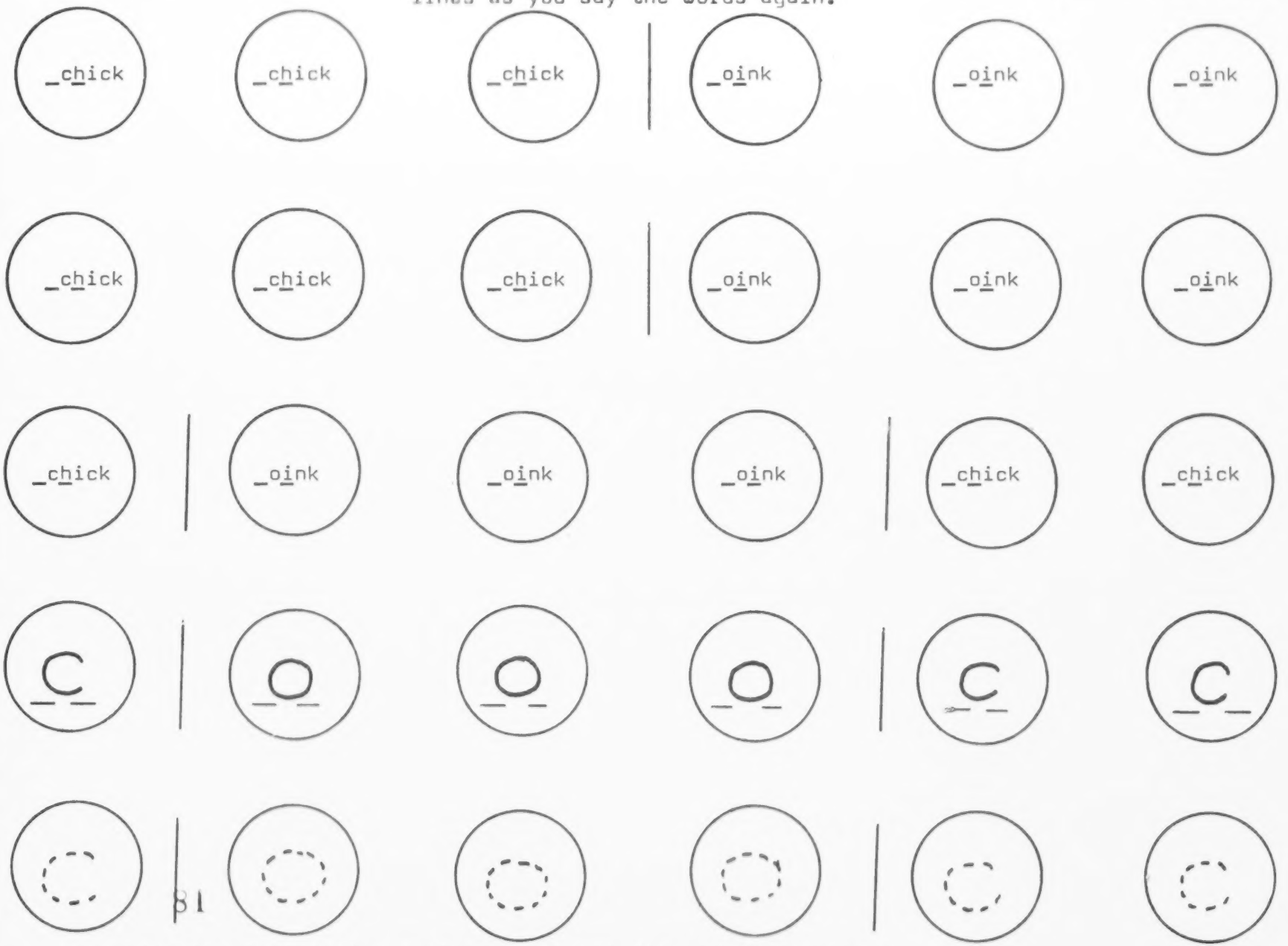
Level II: Exercise 29.

Directions: Touch each word with your finger as you read it aloud. Pause at the lines between the circles. Then trace over the dotted lines as you say the words again.

Now write this last letter pattern on the chalkboard from memory.

Level II: Exercise 30.

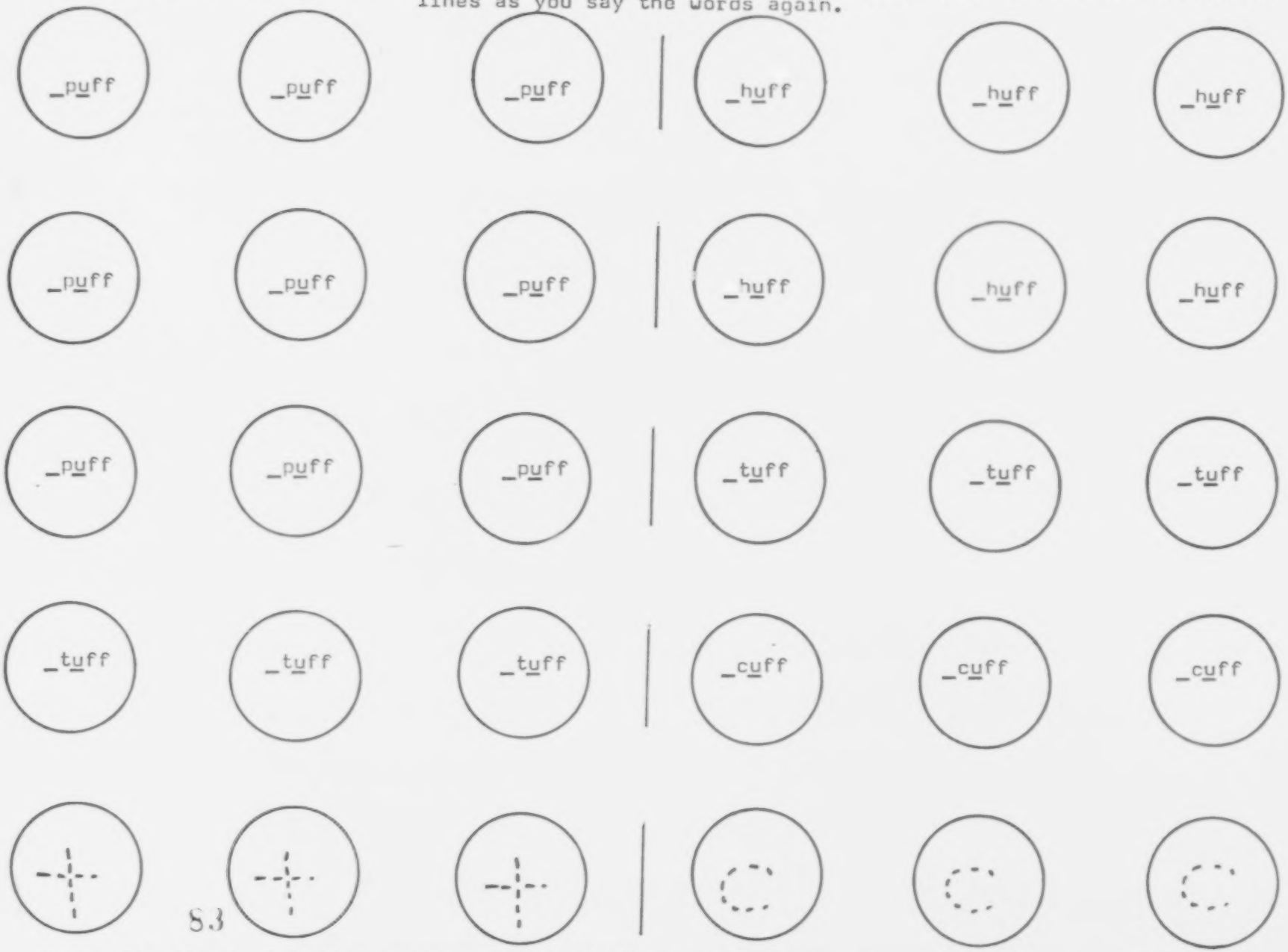
Directions: Touch each word with your finger as you read it aloud. Pause at the lines between the circles. Then trace over the dotted lines as you say the words again.



Now write the last letter pattern on the chalkboard from memory.

Level III: Exercise 31.

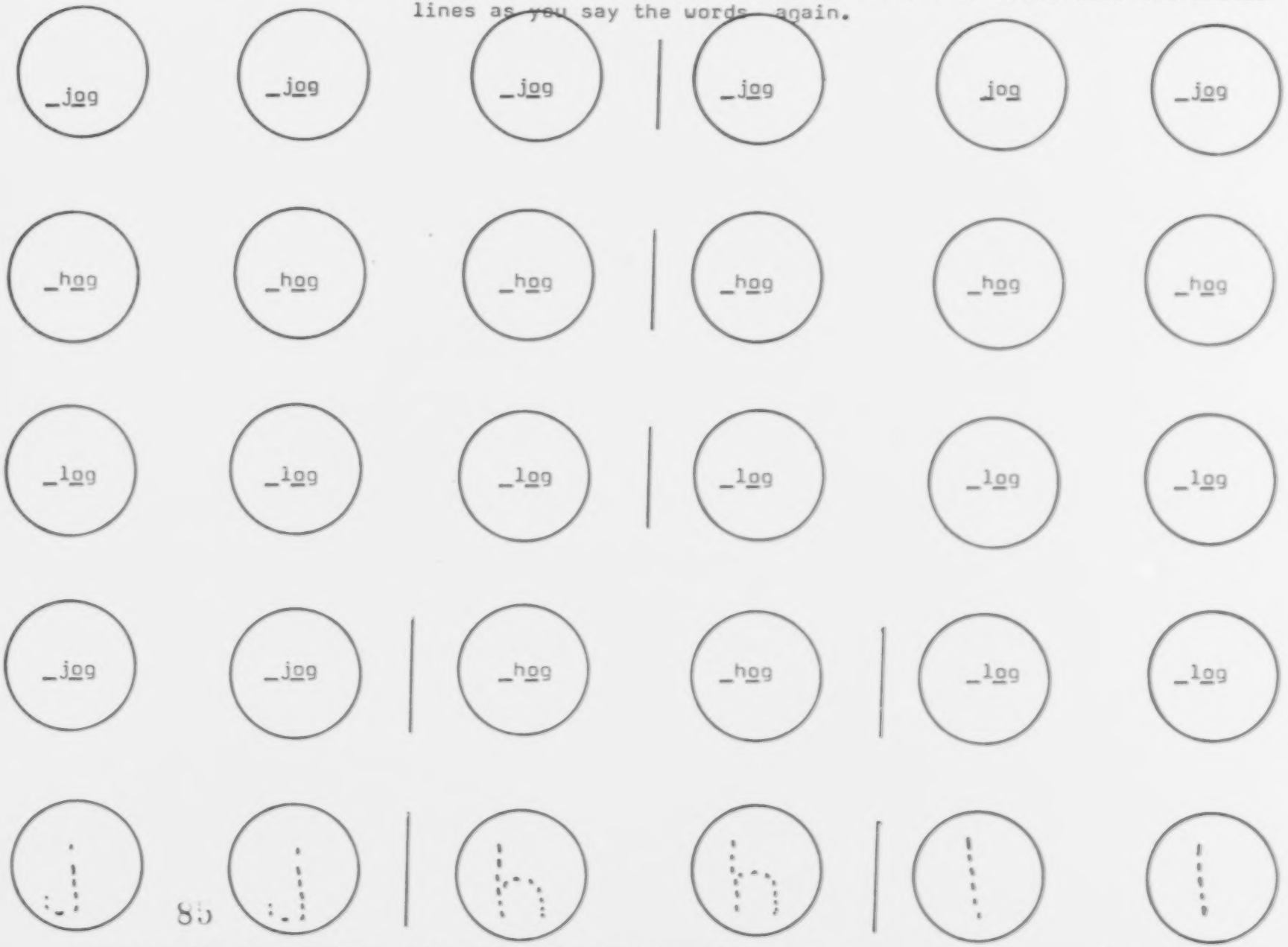
Directions: Touch each word with your finger as you read it aloud. Pause at the lines between the circles. Then trace over the dotted lines as you say the words again.



Now write the last letter pattern on the chalkboard from memory.

Level III: Exercise 32.

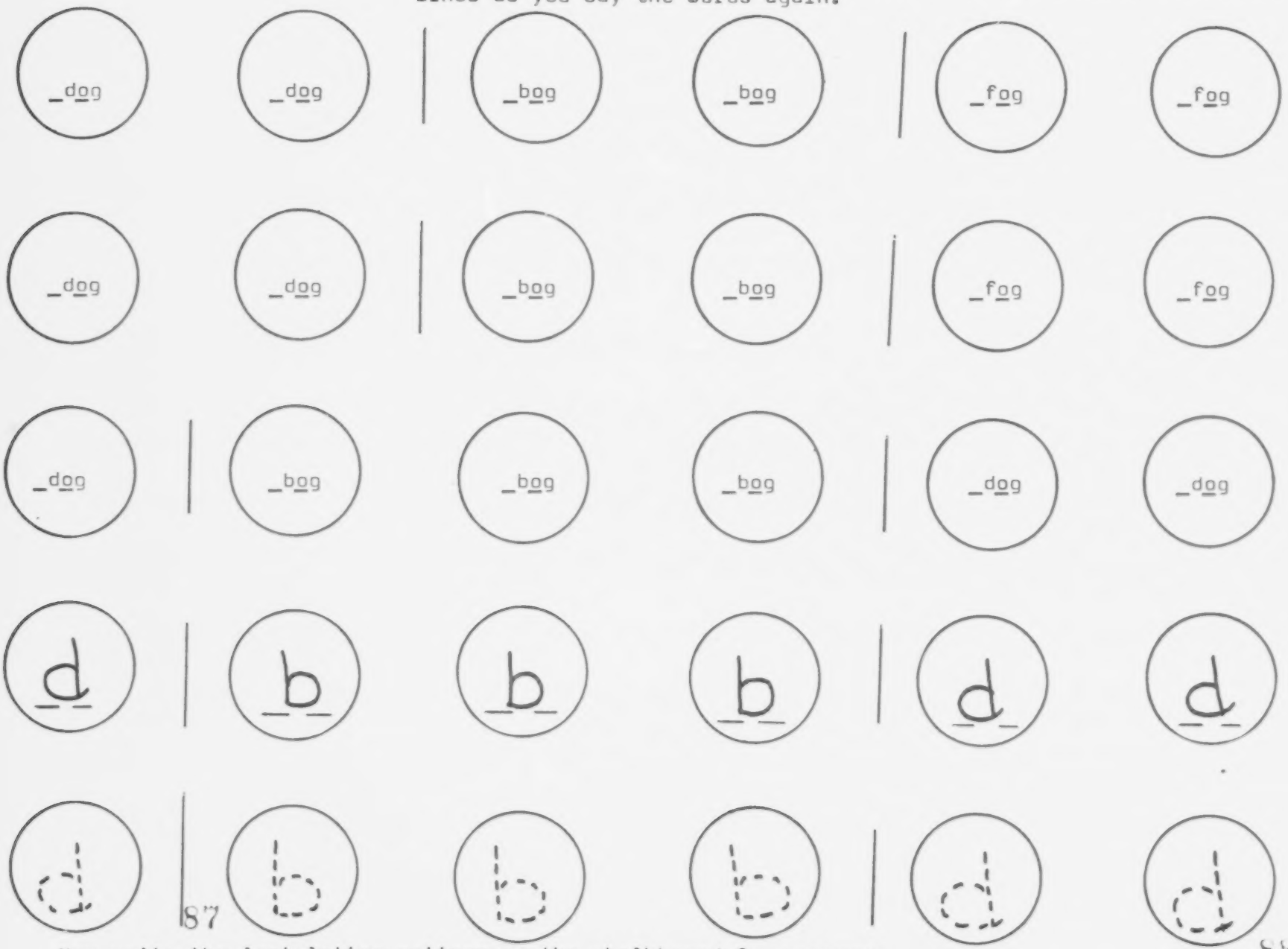
Directions: Touch each word with your finger as you read it aloud. Pause at the lines between the circles. Then trace over the dotted lines as you say the words again.



Now write the last letter pattern on the chalkboard from memory.

Level III: Exercise 33.

Directions: Touch each word with your finger as you read it aloud. Pause at the lines between the circles. Then trace over the dotted lines as you say the words again.



Now write the last letter pattern on the chalkboard from memory.

Level III: Exercise 34.

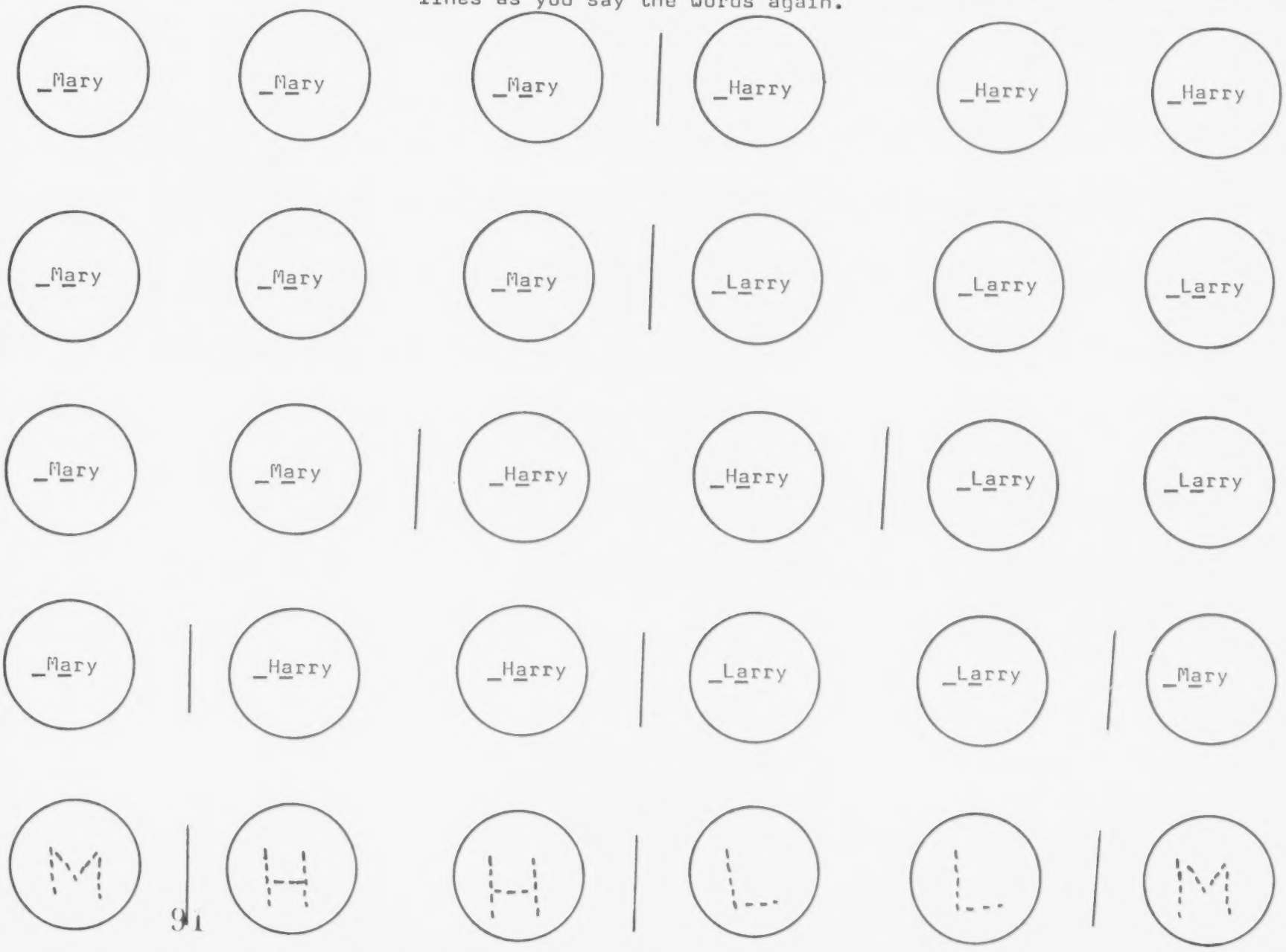
Directions: Touch each word with your finger as you read it aloud. Pause at the lines between the circles. Then trace over the dotted lines as you say the words again.

_quack	_quack	_quack	_quack	_quack	_quack
_quack	_quack	_chick	_chick	_quack	_quack
_quack	_quack	_chick	_chick	_oink	_oink
_quack	_chick	_chick	_oink	_oink	_quack

Now write the last letter pattern on the chalkboard from memory.

Level III: Exercise 35.

Directions: Touch each word with your finger as you read it aloud. Pause at the lines between the circles. Then trace over the dotted lines as you say the words again.



Now write the last letter pattern on the chalkboard from memory.

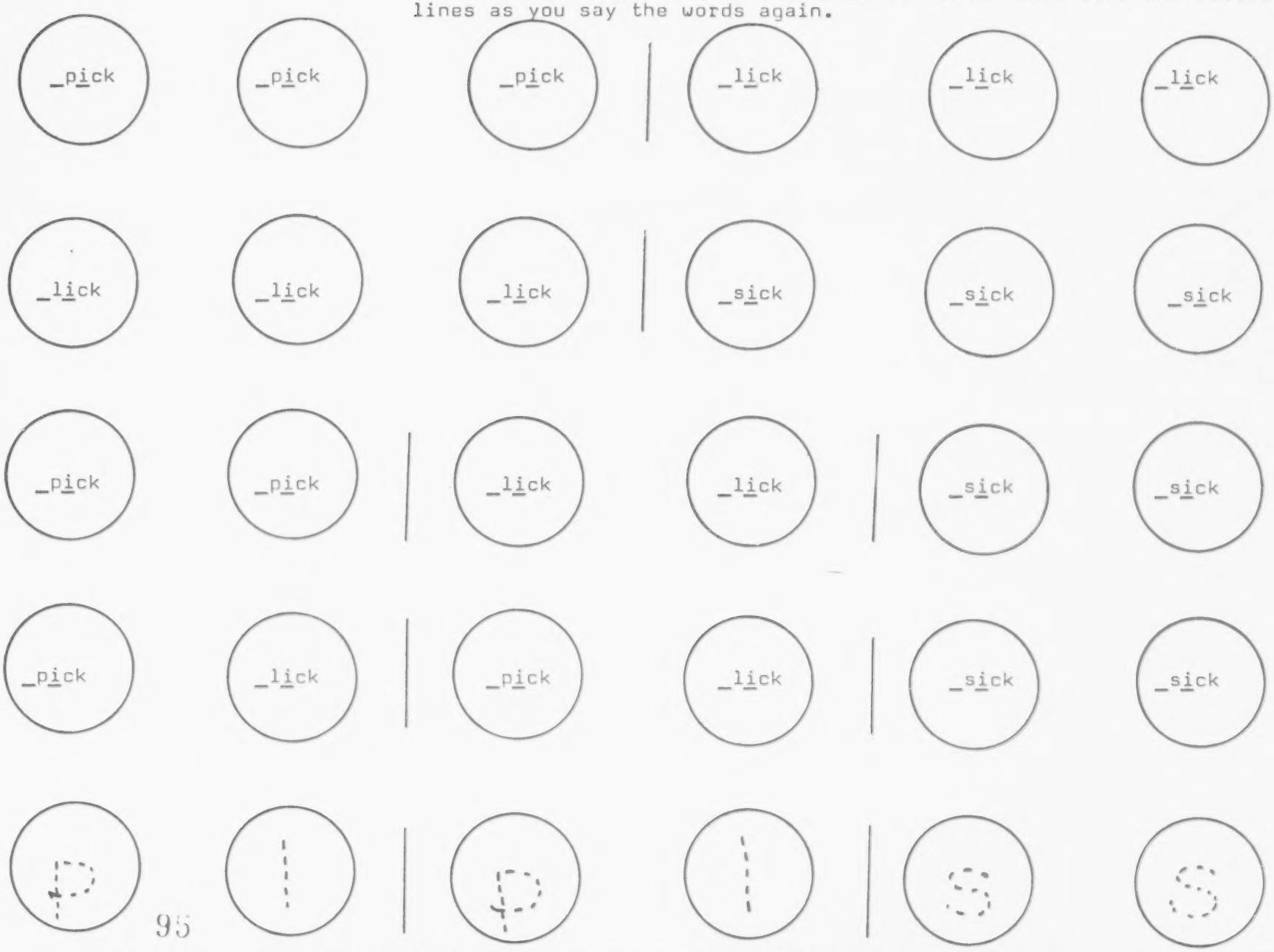
Level III: Exercise 36.

Directions: Touch each word with your finger as you read it aloud. Pause at the lines between the circles. Then trace over the dotted lines as you say the words again.

Now close your eyes and write the last letter pattern in the air as you say the words aloud.

Level III: Exercise 37.

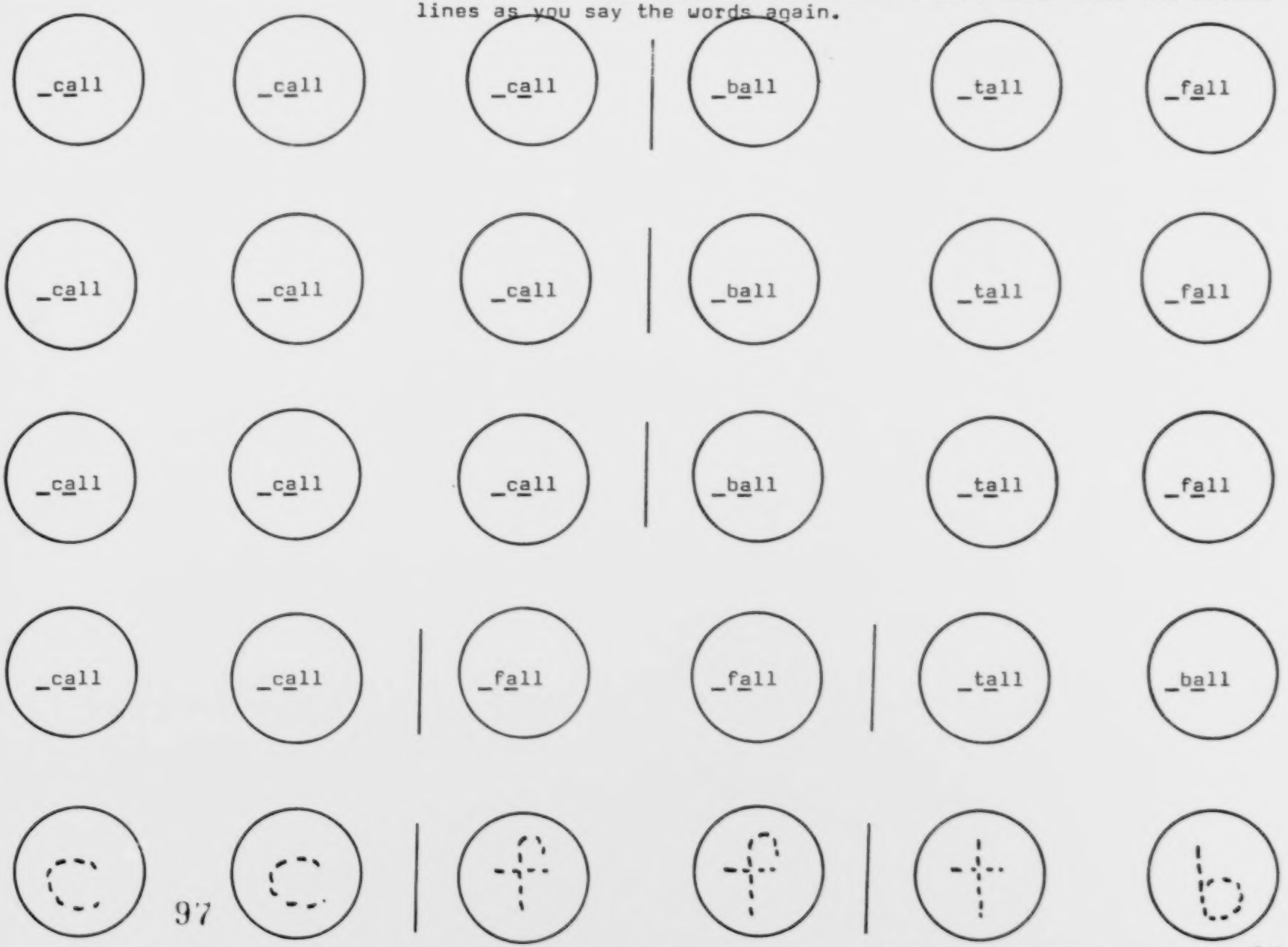
Directions: Touch each word with your finger as you read it aloud. Pause at the lines between the circles. Then trace over the dotted lines as you say the words again.



Now close your eyes and write the last letter pattern in the air as you say the words aloud.

Level III: Exercise 38.

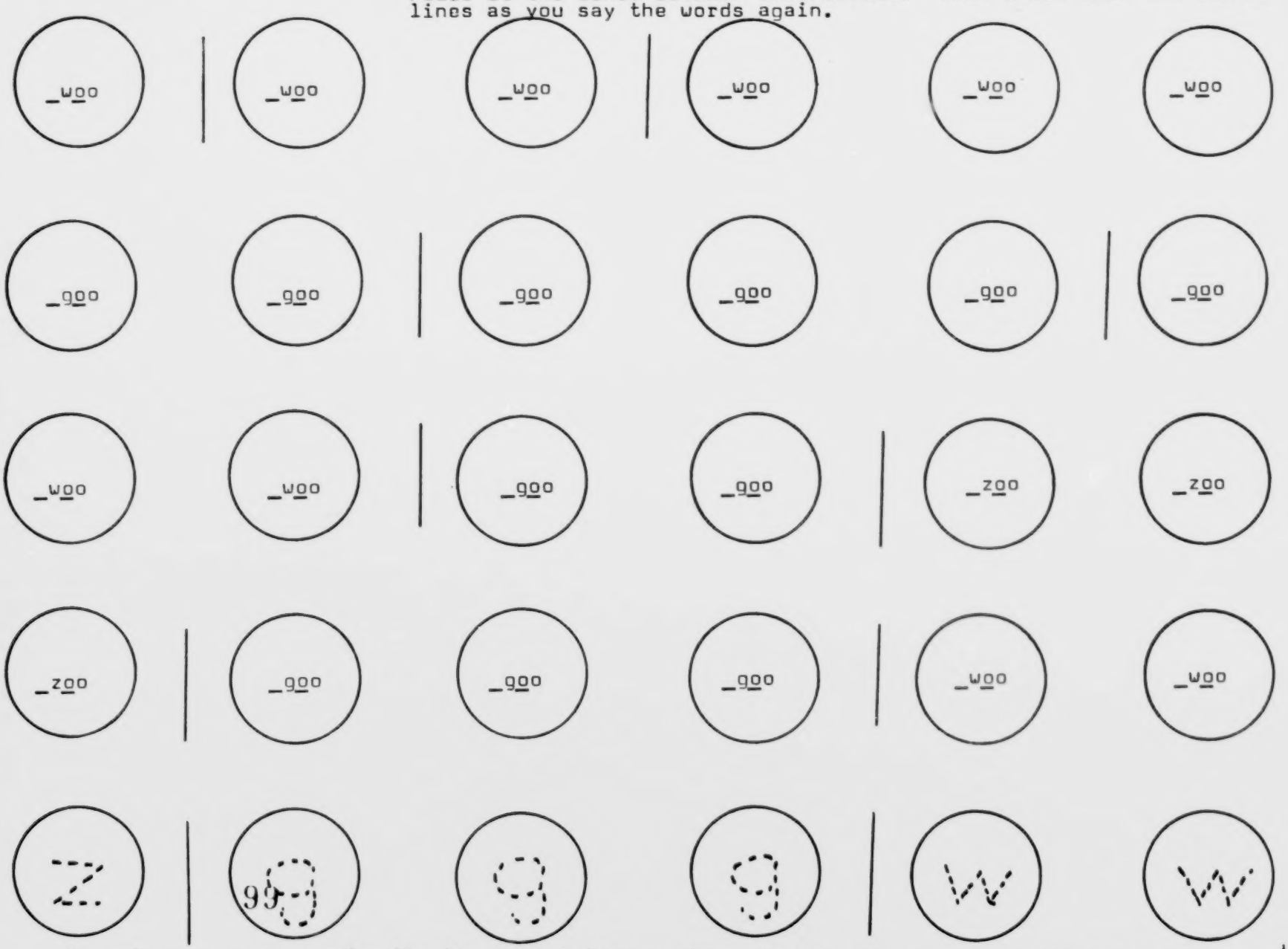
Directions: Touch each word with your finger as you read it aloud. Pause at the lines between the circles. Then trace over the dotted lines as you say the words again.



Now close your eyes and write the last letter pattern in the air as you say the words aloud.

Level III: Exercise 39.

Directions: Touch each word with your finger as you read it aloud. Pause at the lines between the circles. Then trace over the dotted lines as you say the words again.



Now close your eyes and write the last letter pattern in the air as you say the words aloud.

Level III: Exercise 40.

Directions: Touch each word with your finger as you read it aloud. Pause at the lines between the circles. Then trace over the dotted lines as you say the words again.

_ding _ding | _ding _dong | _dong _dong

_ding _dong | _ding _dong | _ding _dong

_ding _dong | _bing _bong | _bing _bong

_ding _dong | _ping _ping | _ping _pong

d d | p p | p p

Now close your eyes and write the last letter pattern in the air as you say the words aloud.

Level III: Exercise 41.

Directions: Touch each word with your finger as you read it aloud. Pause at the lines between the circles. Then trace over the dotted lines as you say the words again.

_toot	_toot	_boot	_boot	_hoot	_hoot	_toot	_toot	_boot	_hoot	_boot	_hoot
_toot	_hoot	_hoot	_boot	_boot	_boot	_toot	_hoot	_toot	_hoot	_boot	_boot
_toot	_hoot	_toot	_hoot	_boot	_boot						

Write the last letter pattern in the empty circles as you say the words aloud.

Level III: Exercise 42.

Directions: Touch each word with your finger as you read it aloud. Pause at the lines between the circles. Then trace over the dotted lines as you say the words again.

_neigh!, | _neigh | _neigh | _neigh | _neigh | _neigh

_neigh | _neigh | _neigh | _hay | _hay | _hay

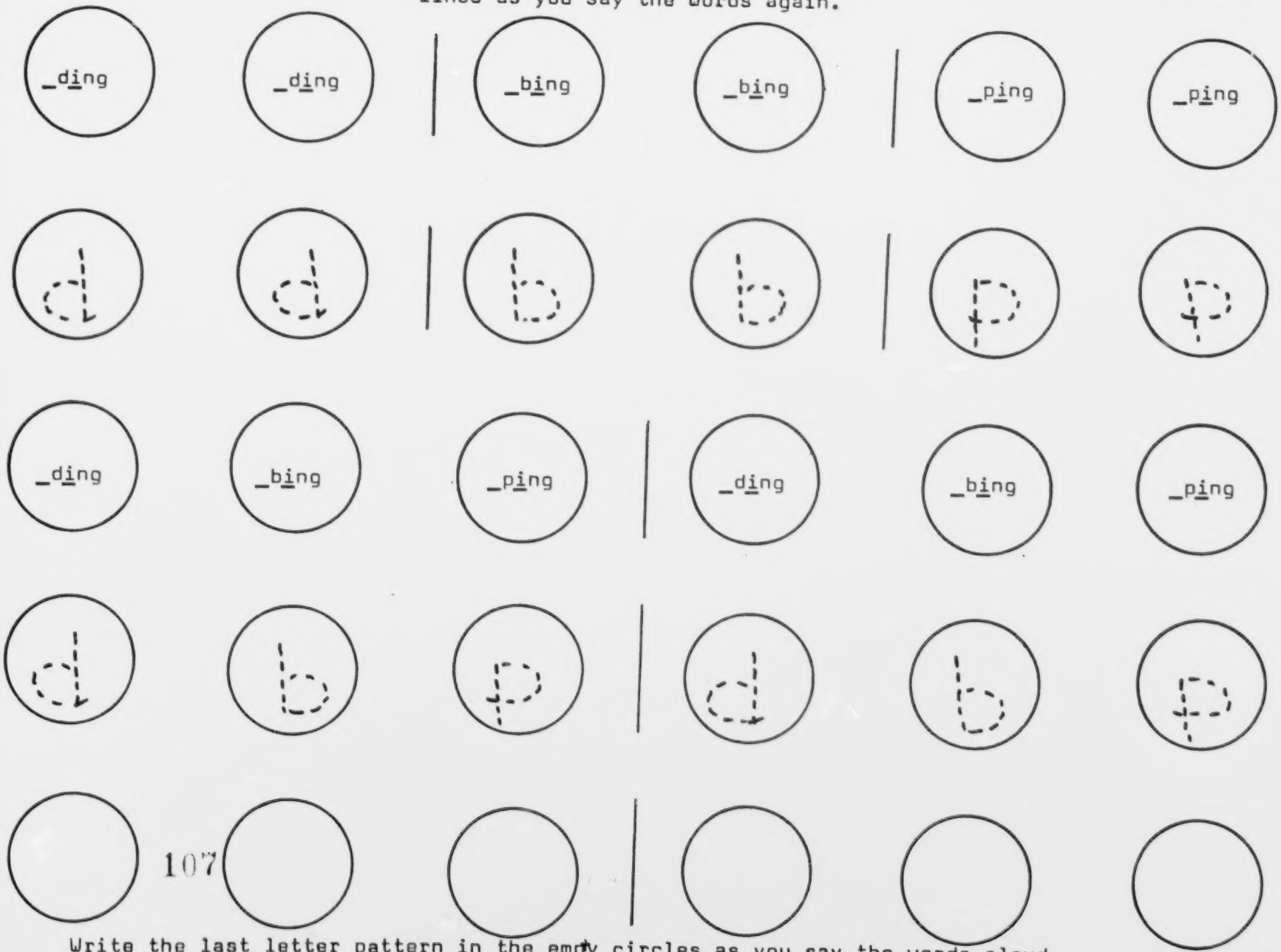
_neigh | _neigh | _hay | _stay | _stay | _stay

_neigh | _stay | _stay | _hay | _hay | _neigh

Write the last letter pattern in the empty circles as you say the words aloud.

Level III: Exercise 43.

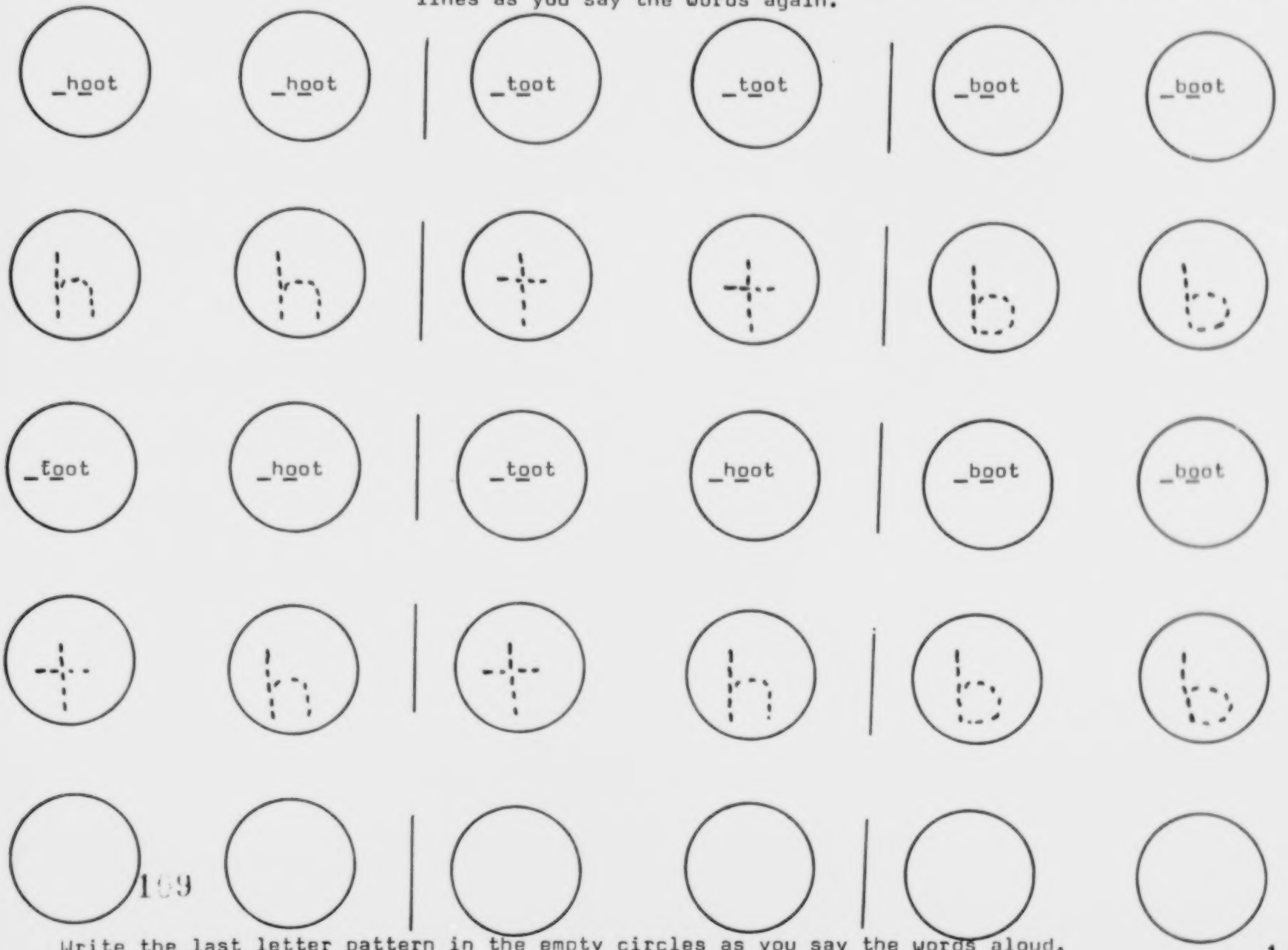
Directions: Touch each word with your finger as you read it aloud. Pause at the lines between the circles. Then trace over the dotted lines as you say the words again.



Write the last letter pattern in the empty circles as you say the words aloud.

Level III: Exercise 44.

Directions: Touch each word with your finger as you read it aloud. Pause at the lines between the circles. Then trace over the dotted lines as you say the words again.



Write the last letter pattern in the empty circles as you say the words aloud.

Level III: Exercise 45.

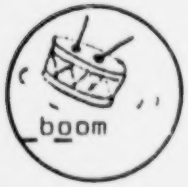
Directions: Touch each word with your finger as you read it aloud. Pause at the lines between the circles. Then trace over the dotted lines as you say the words again.

_ug!	_ug!	_ug!	_ug!	_ug!	_ug!	_ug	_ug	_ug	_ug
_ug!	_ug!	_ug	_ug	_ug	_ug	_ug	_ug	_ug	_ug
_ug!	_ug!	_ug	_ug	_ug	_ug	_ug	_ug	_ug	_ug
n	b	b	n	u	u				

Write the last letter pattern in the empty circles as you say the words aloud.

Level III. Exercise 46.

Directions: Touch each word with your finger as you read it aloud. Pause at the lines between the circles. Then trace over the dotted lines as you say the words again.



_boom | _boom | _boom | _boom | _boom | _boom

b | b | b | b | b | b

_boom | _boom | _clap | _boom | _boom | _clap

b | b | c | b | b | c

Now close your eyes and write the last letter pattern in the air as you say the words aloud - then write the pattern in the empty circles as you whisper the words.

Level III. Exercise 47.

Directions: Touch each word with your finger as you read it aloud. Pause at the lines between the circles. Then trace over the dotted lines as you say the words again.

_zoom!

_zoom _zoom _zoom _zoom _zoom

z z z z z z

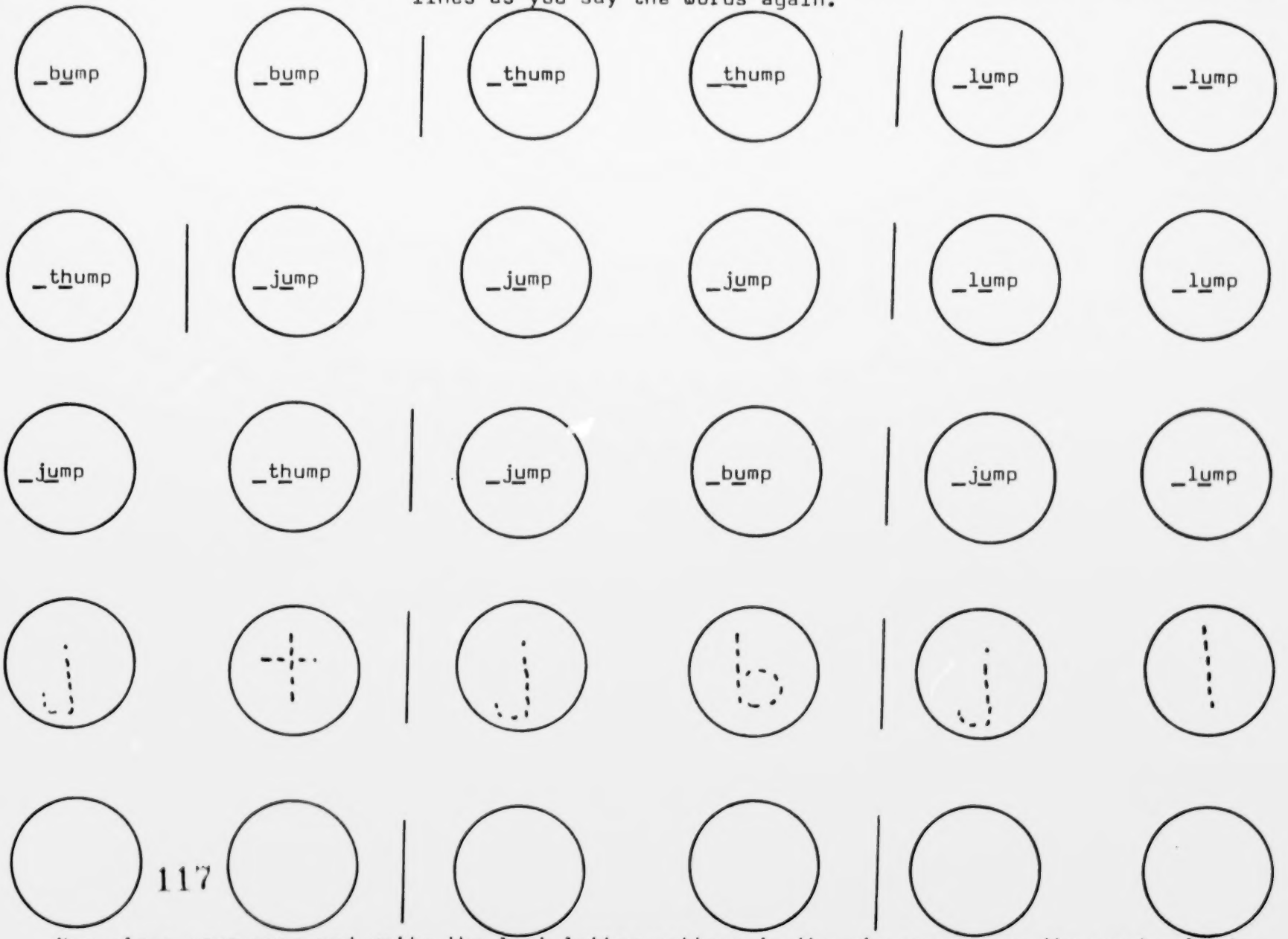
_zoom _boom _boom _zoom _boom _boom

z b b z b b

Now close your eyes and write the last letter pattern in the air as you say the words aloud then write the pattern in the empty circles as you whisper the words.

Level III. Exercise 48.

Directions: Touch each word with your finger as you read it aloud. Pause at the lines between the circles. Then trace over the dotted lines as you say the words again.



Now close your eyes and write the last letter pattern in the air as you say the words aloud - Then write the pattern in the empty circles as you whisper the words.

Level III. Exercise 49.

Directions: Touch each word with your finger as you read it aloud. Pause at the lines between the circles. Then trace over the dotted lines as you say the words again.

_moo	_moo	_moo	_moo	_moo	_moo	_moo	_moo	_boo	_hoo	_boo	_hoo
_boo	_hoo	_boo	_hoo	_moo	_goo	b	h	b	h	m	g

Now close your eyes and write the last letter pattern in the air as you say the words aloud - then write the pattern in the empty circles as you whisper the words.

Level III. Exercise 50.

Directions: Touch each word with your finger as you read it aloud. Pause at the lines between the circles. Then trace over the dotted lines as you say the words again.

_smile	_laugh	_laugh	_giggle	_giggle	_smile
_smile	_laugh	_laugh	_giggle	_giggle	_smile
_smile	_s_	_m_	_i_	_l_	_e_
_smile	s	m	i	l	e
_smile					

Now close your eyes and write the last letter pattern in the air as you say the letters aloud then write the pattern in the empty circles as you whisper the letters.

Level IV. Exercise 51.

Directions: Touch each word with your finger as you read it aloud. Pause at the lines between the circles. Then trace over the dotted lines as you say the words again.

_pop | _pop | _pop | _pop | _pop | _pop

_pop | _pop | _top | _top | _mop | _mop

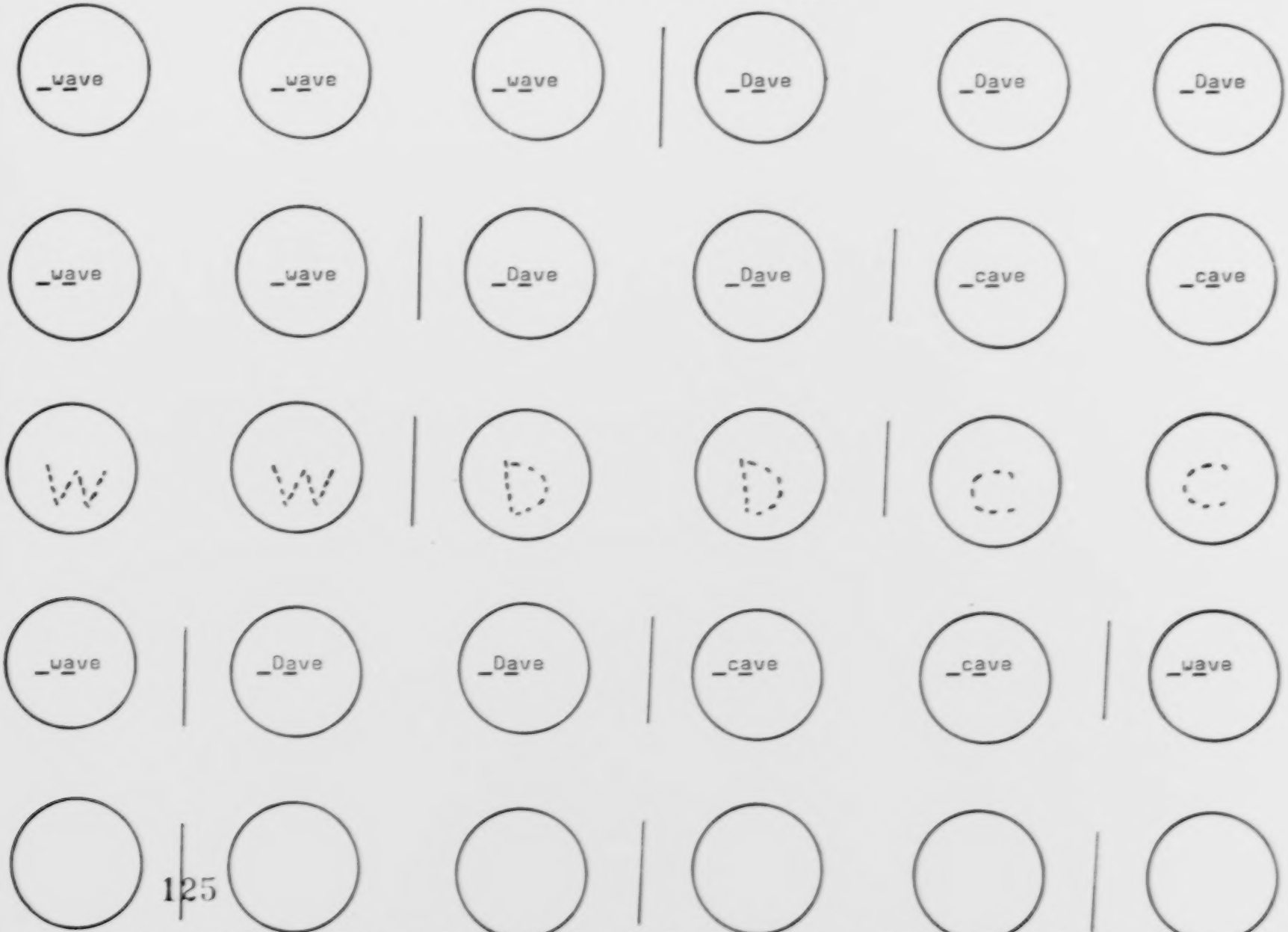
p | p | + | + | m | m

_pop | _mop | _mop | _top | _top | _pop

Write the last letter pattern in the empty circles - then go to the chalkboard and write the pattern from memory.

Level IV. Exercise 52.

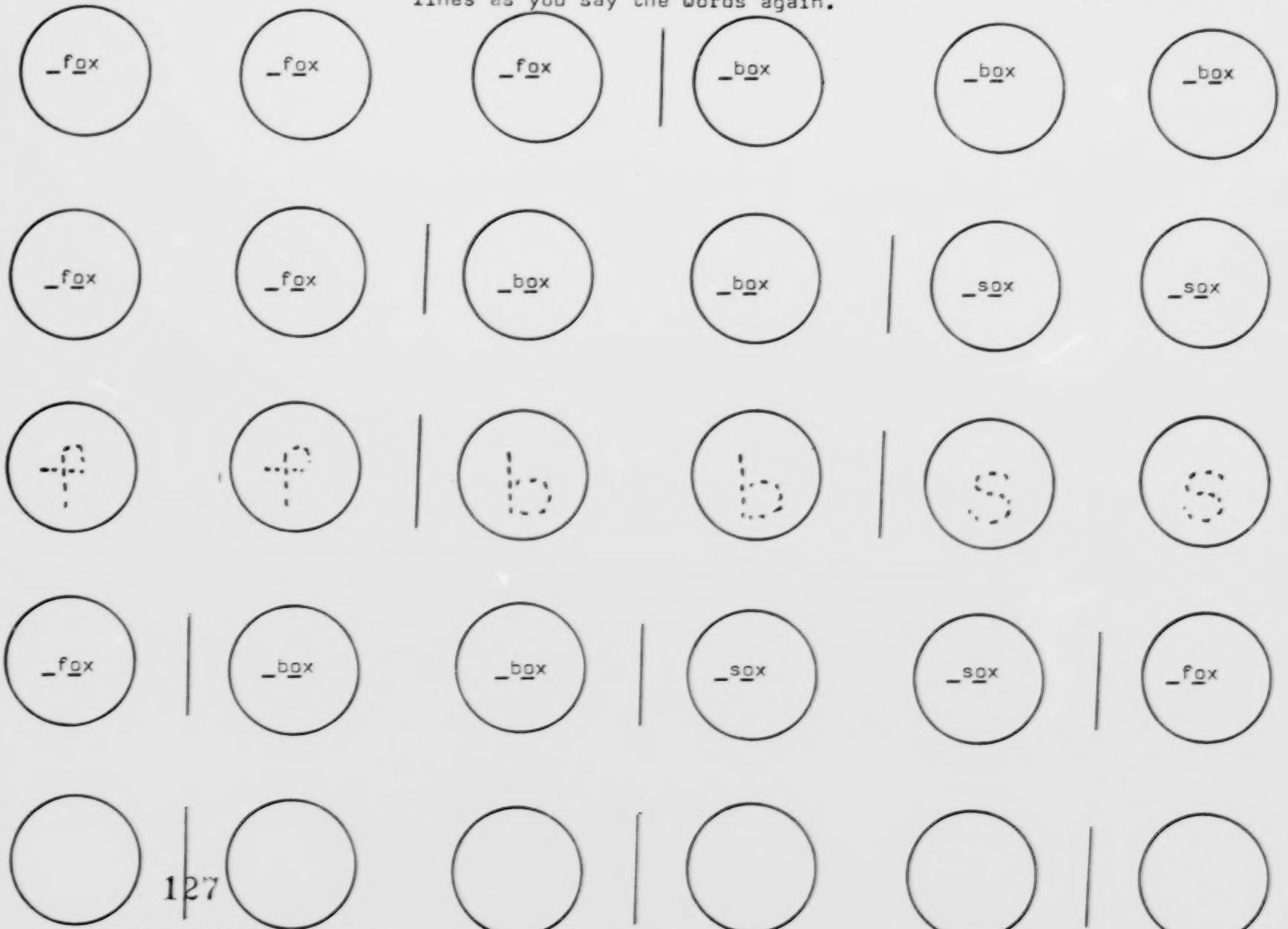
Directions: Touch each word with your finger as you read it aloud. Pause at the lines between the circles. Then trace over the dotted lines as you say the words again.



Write the last letter pattern in the empty circles - then go to the chalkboard and write the pattern from memory.

Level IV. Exercise 53.

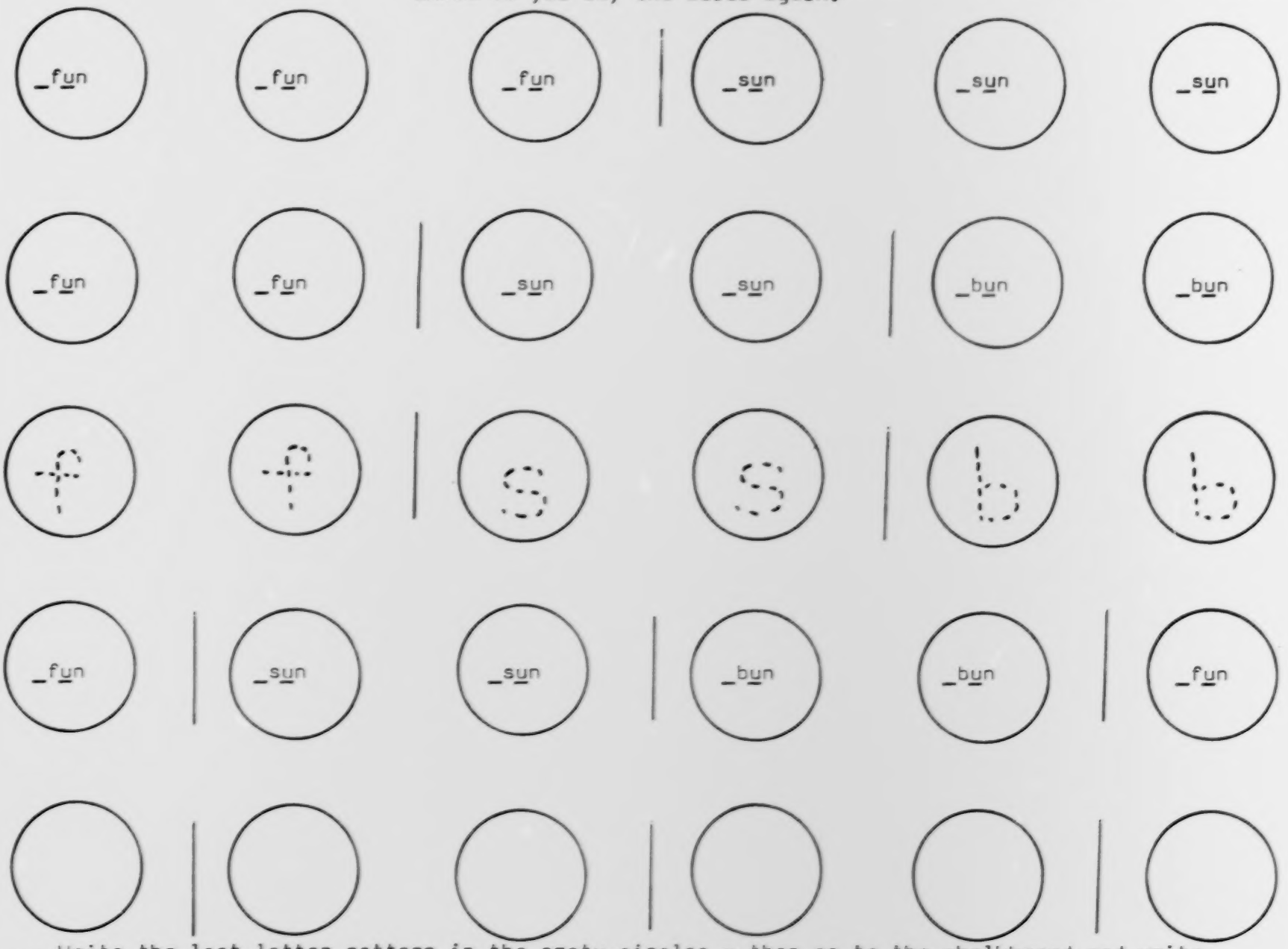
Directions: Touch each word with your finger as you read it aloud. Pause at the lines between the circles. Then trace over the dotted lines as you say the words again.



Write the last letter pattern in the empty circles - then go to the chalkboard and write the pattern from memory.

Level IV. Exercise 54.

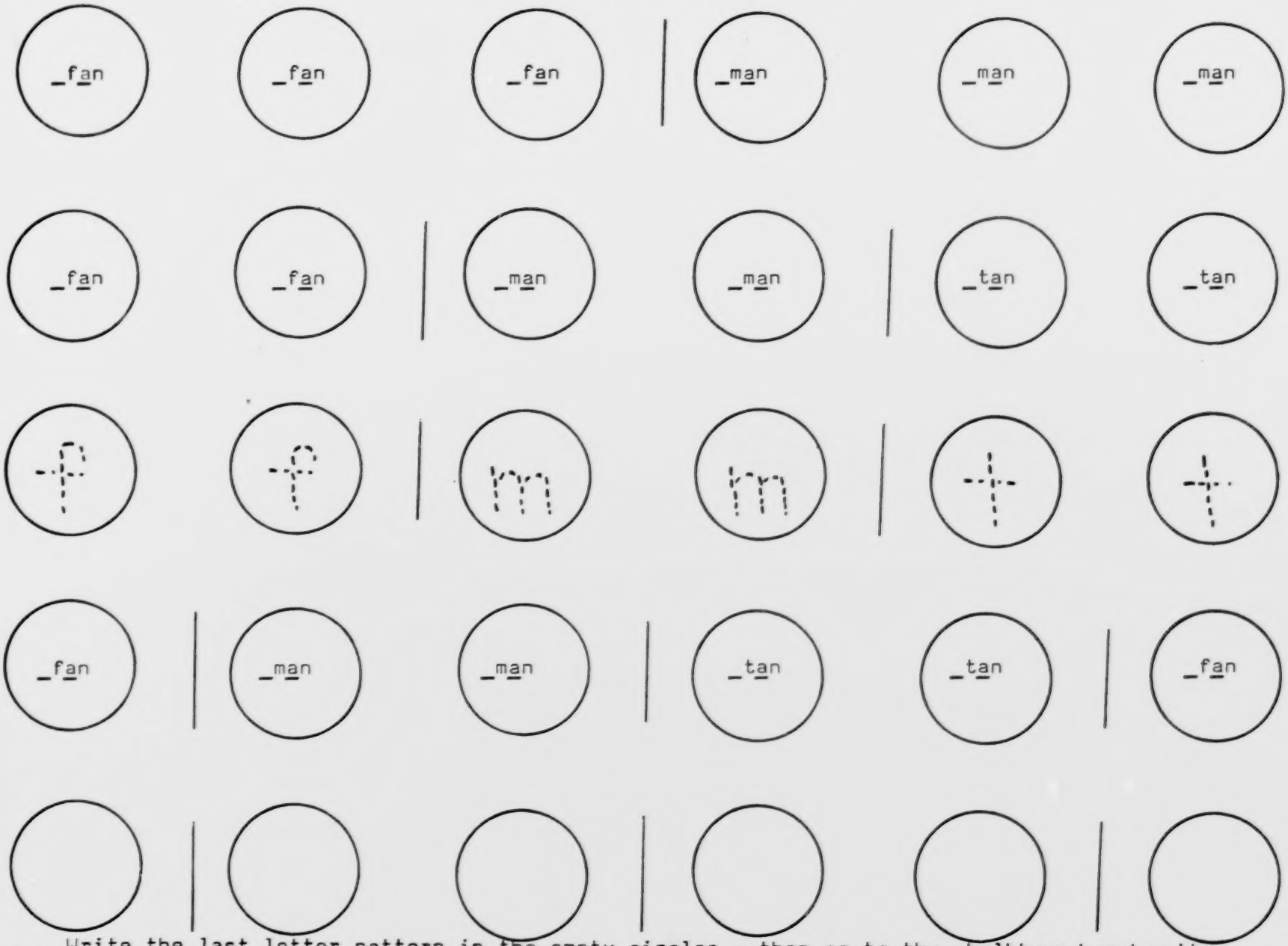
Directions: Touch each word with your finger as you read it aloud. Pause at the lines between the circles. Then trace over the dotted lines as you say the words again.



Write the last letter pattern in the empty circles - then go to the chalkboard and write the pattern from memory.

Level IV. Exercise 55.

Directions: Touch each word with your finger as you read it aloud. Pause at the lines between the circles. Then trace over the dotted lines as you say the words again.



Write the last letter pattern in the empty circles - then go to the chalkboard and write the pattern from memory.

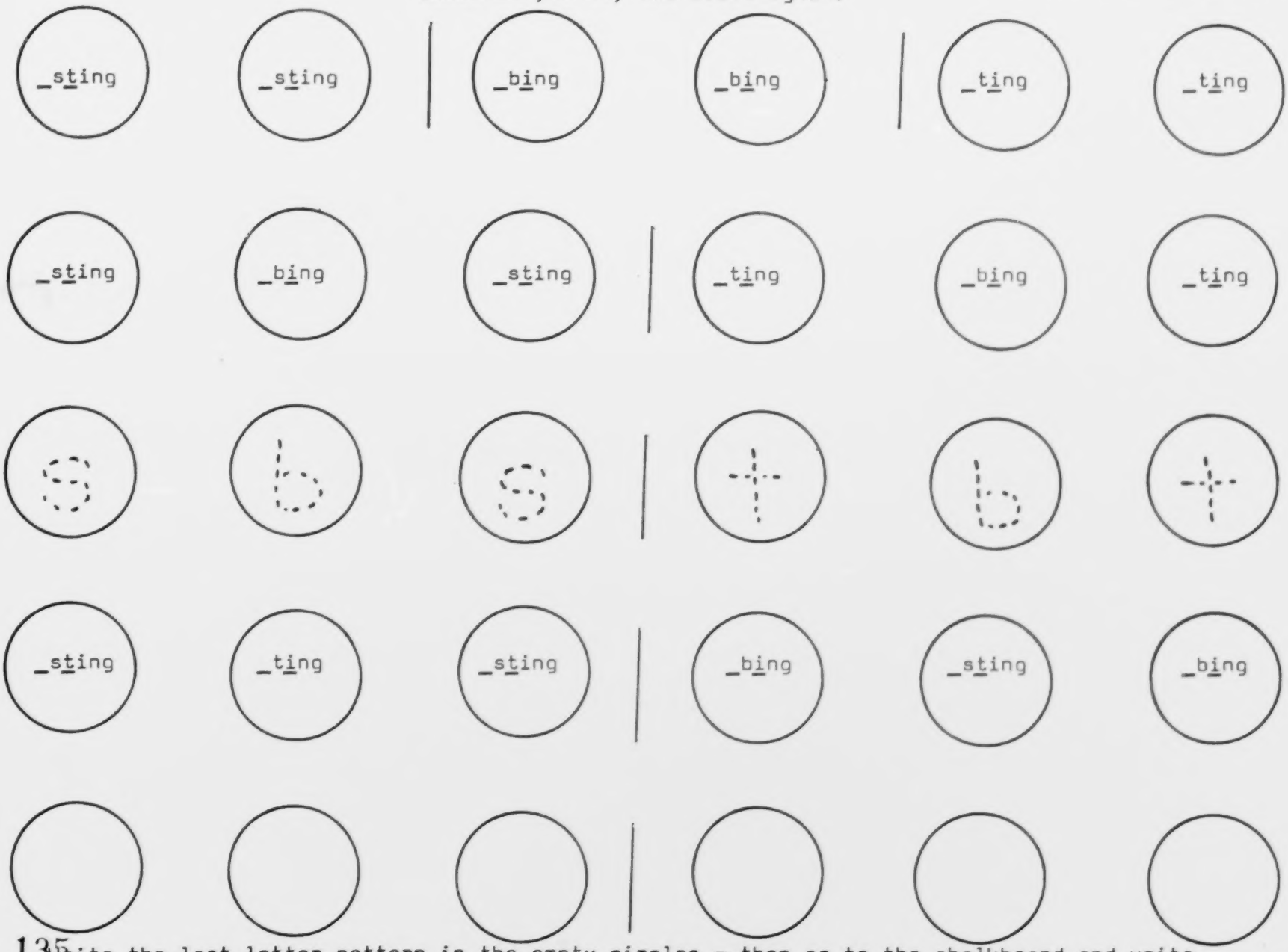
Level IV. Exercise 56.

Directions: Touch each word with your finger as you read it aloud. Pause at the lines between the circles. Then trace over the dotted lines as you say the words again.

Write the last letter pattern in the empty circles - then go to the chalkboard and write the pattern from memory.

Level IV. Exercise 57.

Directions: Touch each word with your finger as you read it aloud. Pause at the lines between the circles. Then trace over the dotted lines as you say the words again.



Write the last letter pattern in the empty circles - then go to the chalkboard and write the pattern from memory.

Level IV. Exercise 58.

Directions: Touch each word with your finger as you read it aloud. Pause at the lines between the circles. Then trace over the dotted lines as you say the words again.

_mash	_mash	_hash	_hash	_cash	_cash
_mash	_hash	_mash	_cash	_hash	_cash
m	h	m	c	h	c
_mash	_cash	_mash	_hash	_mash	_hash

Write the last letter pattern in the empty circles - then go to the chalkboard and write the pattern from memory.

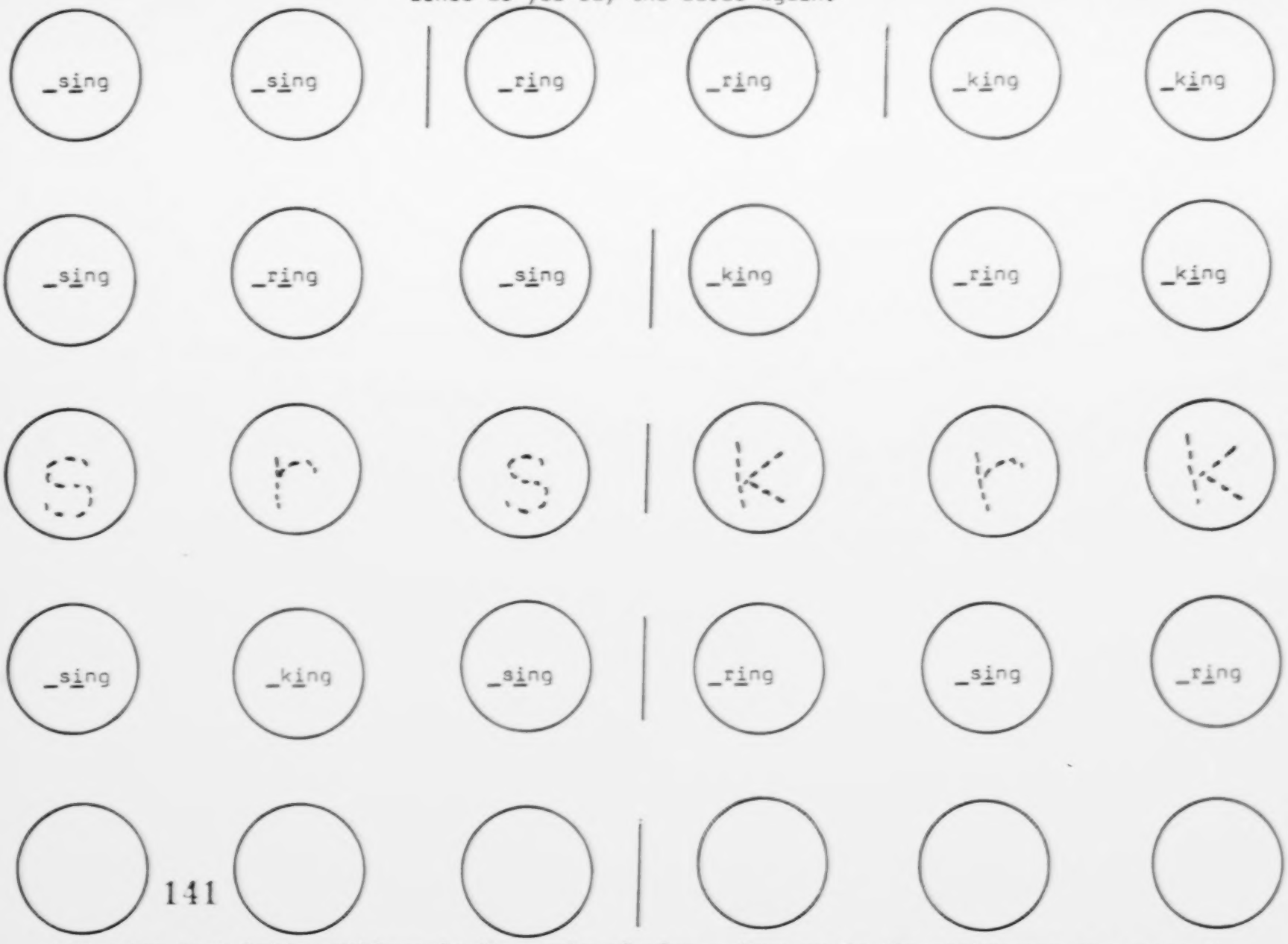
Level IV. Exercise 59.

Directions: Touch each word with your finger as you read it aloud. Pause at the lines between the circles. Then trace over the dotted lines as you say the words again.

Write the last letter pattern in the empty circles - then go to the chalkboard and write the pattern from memory.

Level IV. Exercise 60.

Directions: Touch each word with your finger as you read it aloud. Pause at the lines between the circles. Then trace over the dotted lines as you say the words again.



Write the last letter pattern in the empty circles - then go to the chalkboard and write the pattern from memory.

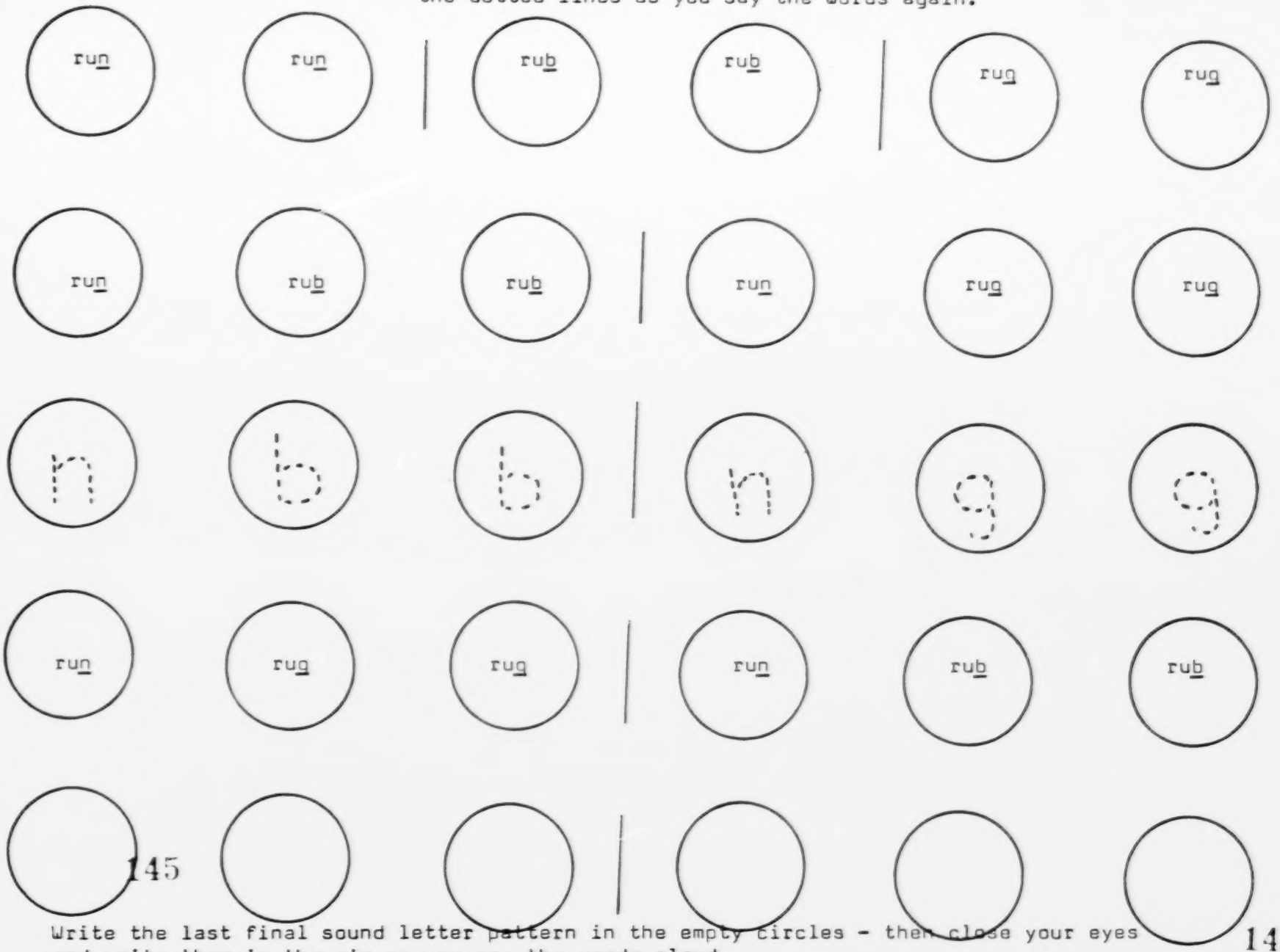
Level IV: Exercise 61.

Directions: Touch each word with your finger as you read it aloud. Listen carefully to the final sound of each word. Then trace over the dotted lines as you say the words again.

Write the last final sound letter pattern in the empty circles - then close your eyes and write them in the air as you say the words aloud.

Level IV: Exercise 62.

Directions: Touch each word with your finger as you read it aloud. Listen carefully to the final sound of each word. Then trace over the dotted lines as you say the words again.



Write the last final sound letter pattern in the empty circles - then close your eyes and write them in the air as you say the words aloud.

Level IV: Exercise 63.

Directions: Touch each word with your finger as you read it aloud. Listen carefully to the final sound of each word. Then trace over the dotted lines as you say the words again.

Write the last final sound letter pattern in the empty circles - then close your eyes and write them in the air as you say the words aloud. Now write them on the chalkboard from memory.

Level IV: Exercise 64.

Directions: Touch each word with your finger as you read it aloud. Listen carefully to the final sound of each word. Then trace over the dotted lines as you say the words again.

Write the last final sound letter pattern in the empty circles - then close your eyes and write them in the air as you say the words aloud. Now write them on the chalkboard from memory.

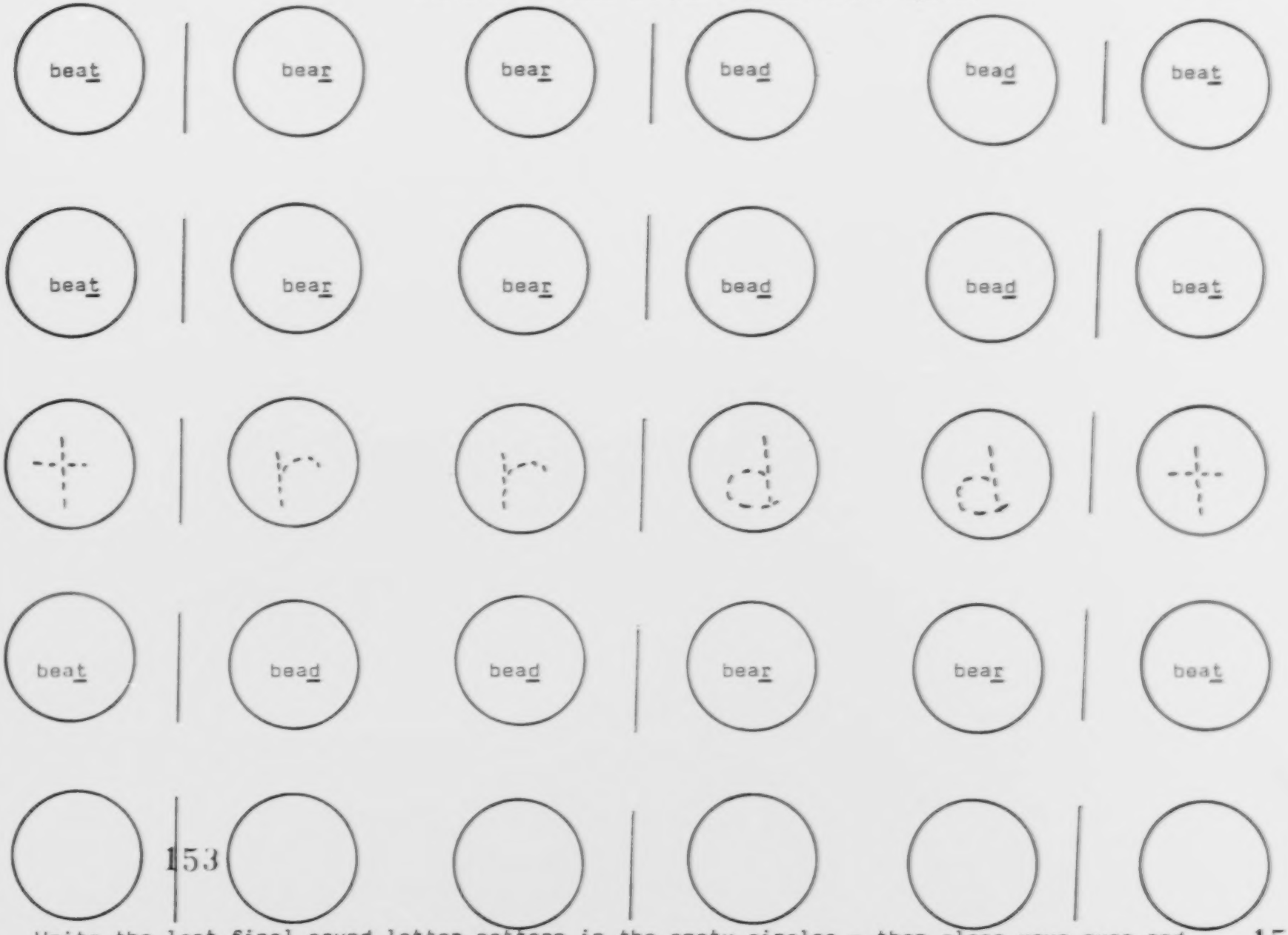
Level IV: Exercise 65.

Directions: Touch each word with your finger as you read it aloud. Listen carefully to the final sound in each word. Then trace over the dotted lines as you say the words again.

Write the last final sound letter pattern in the empty circles - then close your eyes and write them in the air as you say the words aloud. Now write them on the chalkboard from memory.

Level IV: Exercise 66.

Directions: Touch each word with your finger as you read it aloud. Listen carefully to the final sound in each word. Then trace over the dotted lines as you say the words again.



Write the last final sound letter pattern in the empty circles - then close your eyes and write them in the air as you say the words aloud. Now write them on the chalkboard from memory.

Level IV: Exercise 67.

Directions: Touch each word with your finger as you read it aloud. Listen carefully to the final sound in each word. Then trace over the dotted lines as you say the words again.

Write the last final sound letter pattern in the empty circles - then close your eyes and write them in the air as you say the words aloud. Now write them on the chalkboard from memory.

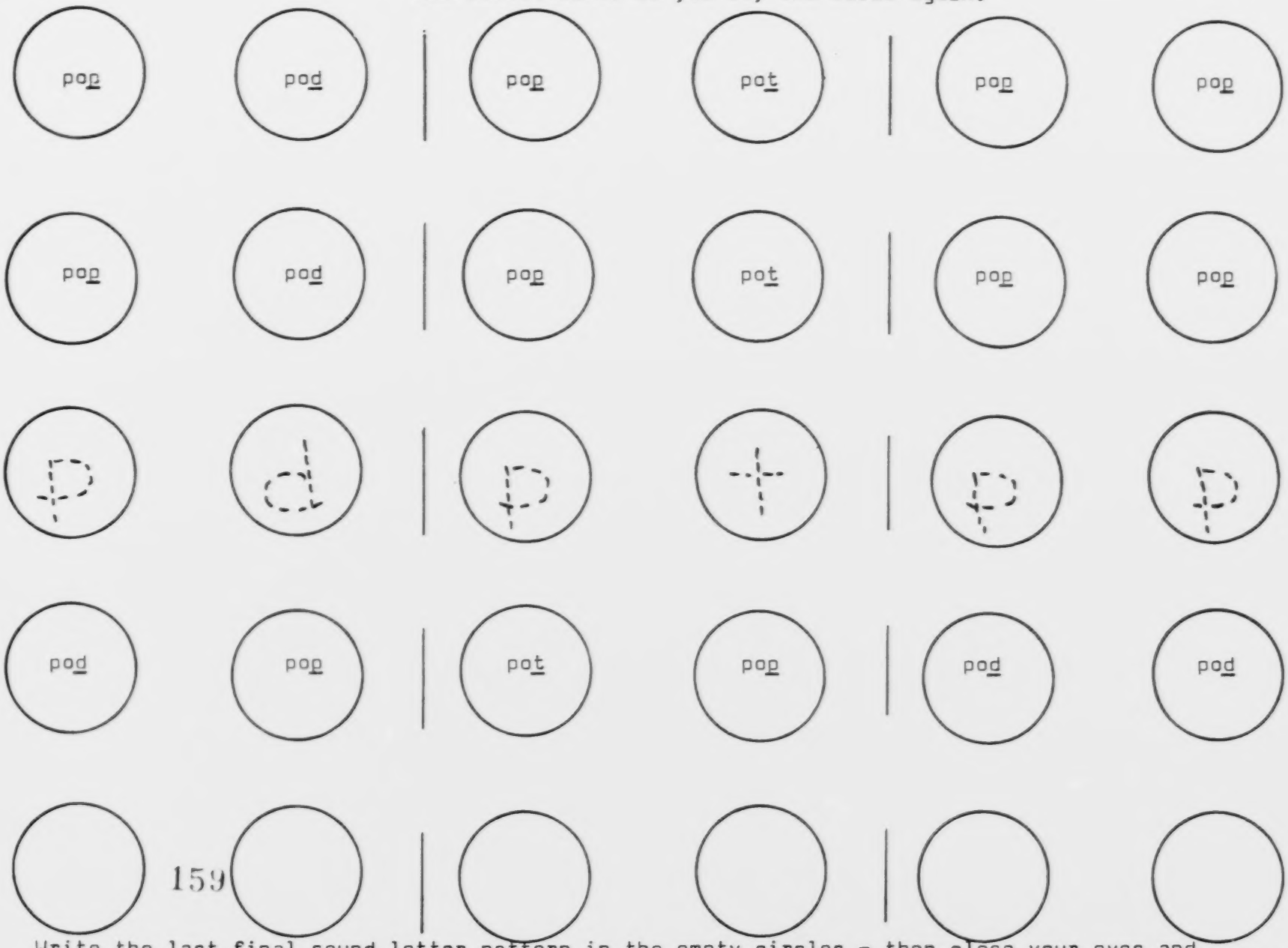
Level IV: Exercise 68.

Directions: Touch each word with your finger as you read it aloud. Listen carefully to the final sound in each word. Then trace over the dotted lines as you say the words again.

Write the last final sound letter pattern in the empty circles - then close your eyes and write them in the air as you say the words aloud. Now write them on the chalkboard from memory.

Level IV: Exercise 69.

Directions: Touch each word with your finger as you read it aloud. Listen carefully to the final sound in each word. Then trace over the dotted lines as you say the words again.



Write the last final sound letter pattern in the empty circles - then close your eyes and write them in the air as you say the words aloud. Now write them on the chalkboard from memory.

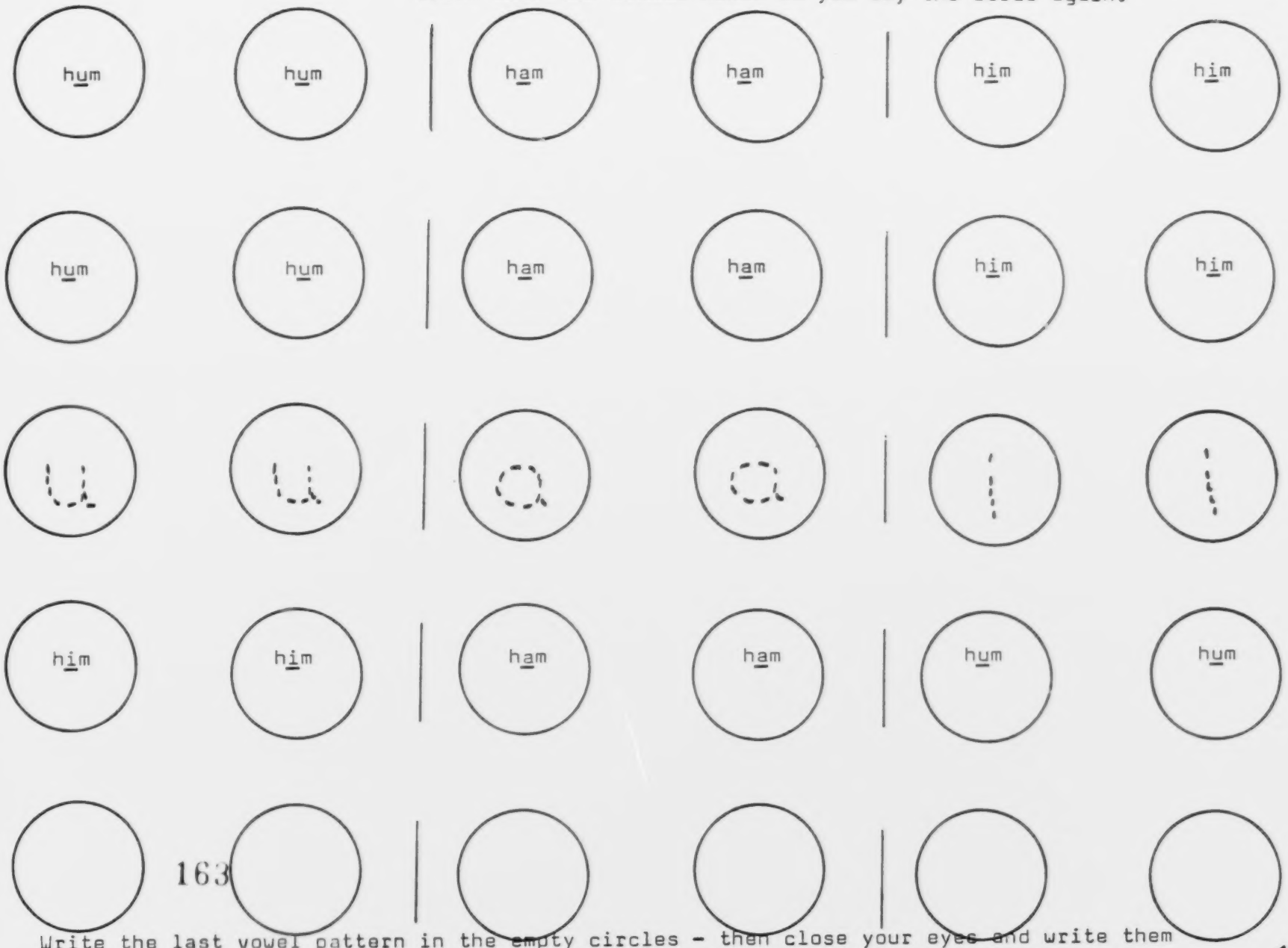
Level IV: Exercise 70.

Directions: Touch each word with your finger as you read it aloud. Listen carefully to the vowel sound in the middle of each word. Then trace over the dotted lines as you say the words again.

Write the last vowel pattern in the empty circles - then close your eyes and write them in the air as you say the words aloud. Then write them on the chalkboard from memory.

Level IV: Exercise 71.

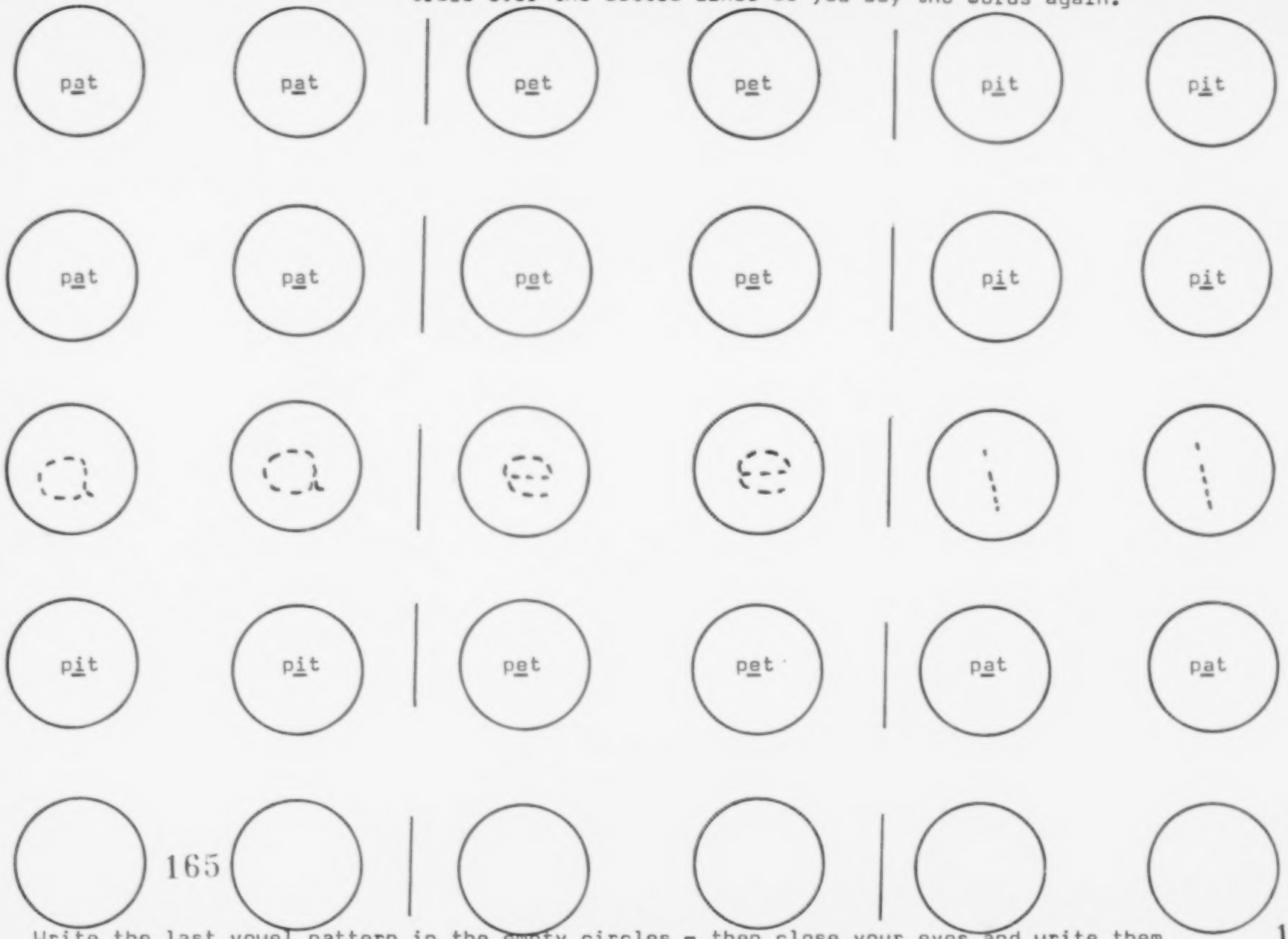
Directions: Touch each word with your finger as you read it aloud. Listen carefully to the vowel sound in the middle of each word. Then trace over the dotted lines as you say the words again.



Write the last vowel pattern in the empty circles - then close your eyes and write them in the air as you say the words aloud. Then write them on the chalkboard from memory.

Level IV: Exercise 72.

Directions: Touch each word with your finger as you read it aloud. Listen carefully to the vowel sound in the middle of each word. Then trace over the dotted lines as you say the words again.



Write the last vowel pattern in the empty circles - then close your eyes and write them in the air as you say the words aloud. Then write them on the chalkboard from memory.

Level IV: Exercise 73.

Directions: Touch each word with your finger as you read it aloud. Listen carefully to the vowel sound in each word. Then trace over the dotted lines as you say the words again.

Write the last vowel pattern in the empty circles - then close your eyes and write them in the air as you say the words aloud. Then write them on the chalkboard from memory.

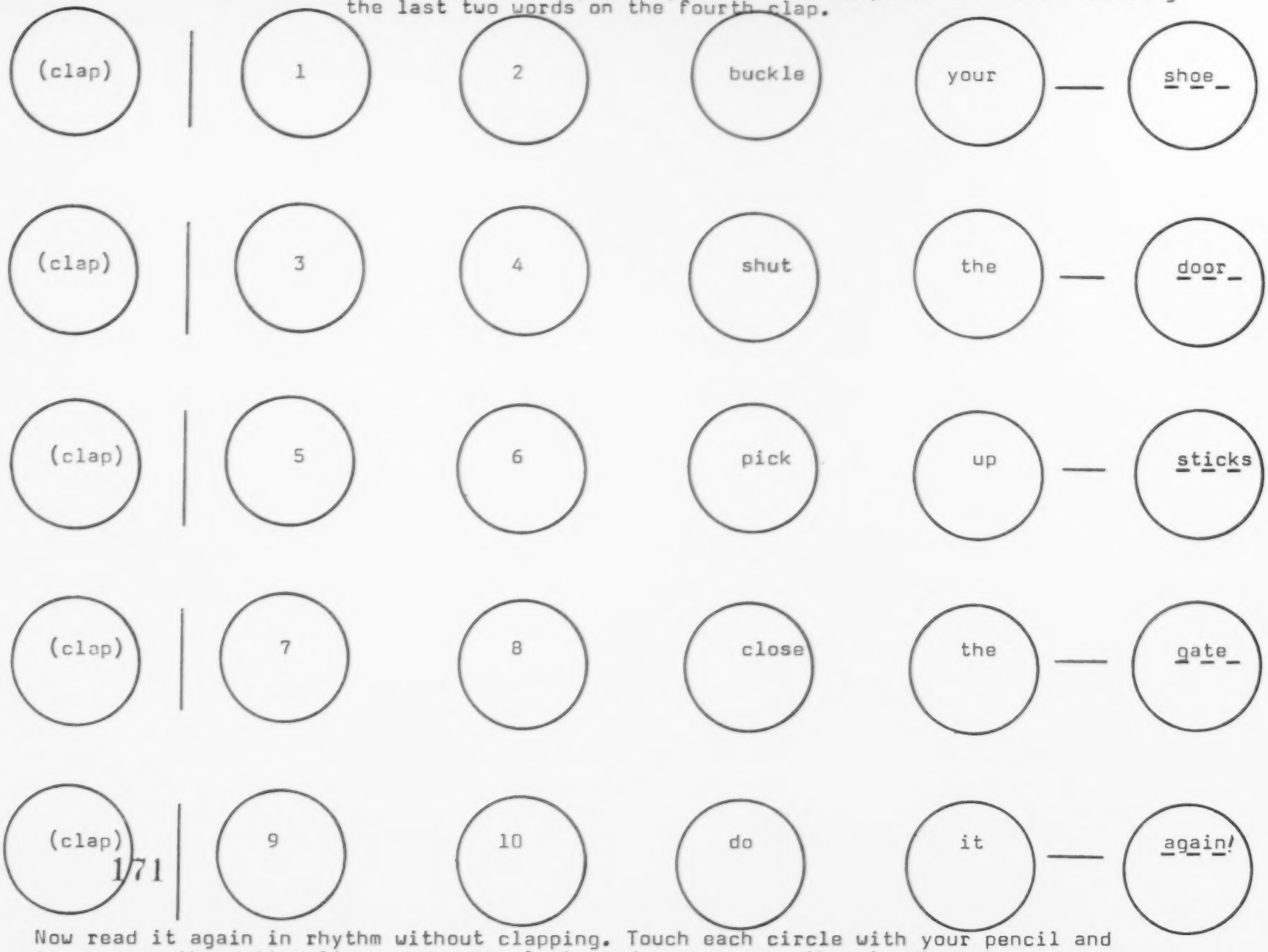
Level IV: Exercise 74.

Directions: Touch each word with your finger as you read it aloud. Listen carefully to the vowel sound in the middle of each word. Then trace over the dotted lines as you say the words again.

Write the last vowel pattern in the empty circles - then close your eyes and write them in the air as you say the words aloud. Then write them on the chalkboard from memory.

Level IV: Exercise 75.

Directions: Clap your hands in a steady rhythm before you begin. Read the words to your rhythm of four claps to the line - reading the last two words on the fourth clap.



Now read it again in rhythm without clapping. Touch each circle with your pencil and trace over the dotted lines under the last words as you say them loudly.

Level V: Exercise 76. Directions: (1) Touch the words with your finger as your teacher reads them in the proper rhythm. (2) Trace over the lines under the words as you read them aloud in rhythm. (3&4) Trace over the lines under the first letter of each word as you read the words again in rhythm. (5) Write the first letter of each word on the lines as you say them again in rhythm - then close your eyes and repeat the words from memory.

(1) Rain , rain go away

come again some other day!

(2) Rain , rain go away

come again some other day!

(3) Rain , rain go away

come again some other day!

(4) R , r g a

c a s o d

(5) _ , _ _ _

_ _ _ _ _

Level V: Exercise 77. Directions: (1) Touch the words with your finger as your teacher reads them in the proper rhythm. (2) Trace over the lines under the words as you read them aloud in rhythm. (3&4) Trace over the lines under the first letter of each word as you read the words again in rhythm. (5) Write the first letter of each word on the lines as you say them again in rhythm - then close your eyes and repeat the words from memory.

(1) Jack be nimble , Jack be quick
Jack jump over the candlestick.

(2) Jack be nimble , Jack be quick
Jack jump over the candlestick.

(3) Jack be nimble , Jack be quick
Jack jump over the candlestick.

(4) J b n , J b q
J j o t c

(5) _ _ _ , _ _ _
_ _ _ _ _

Level V: Exercise 78. Directions: (1) Touch the words with your finger as your teacher reads them in the proper rhythm. (2) Trace over the lines under the words as you read them aloud in rhythm. (3&4) Trace over the lines under the first letter of each word as you read the words again in rhythm. (5) Write the first letter of each word on the lines as you say them again in rhythm - then close your eyes and repeat the words from memory.

(1) Hey , diddle , diddle !

the cat and the fiddle

the cow jumped over the moon !

(2) Hey , diddle , diddle !

the cat and the fiddle

the cow jumped over the moon !

(3) Hey , diddle , diddle !

the cat and the fiddle

the cow jumped over the moon !

(4) H , d , d !

t c a t f

t c j o t m

(5) _ , _ , _ !

_ _ _ _ _

_ _ _ _ _ _

Level V: Exercise 79. Directions: (1) Touch the words with your finger as your teacher reads them in the proper rhythm. (2) Trace over the lines under the words as you read them aloud in rhythm. (3) Trace over the lines under the first letter of each word as you read the words again in rhythm. (4) Write the first letter of each word on the lines as you say them again in rhythm - then close your eyes and repeat the words from memory.

(1)

Baa , baa , black sheep
have you any wool?

yes sir , yes sir ,
three bags full.

(2)

Baa , baa , black sheep
have you any wool?

yes sir , yes sir ,
three bags full.

(3)

Baa , baa , black sheep
have you any wool?

yes sir , yes sir ,
three bags full.

(4)

_ , _ , _ _
_ _ _ _ ?
_ _ , _ _ ,
_ _ _

Level V: Exercise 80. Directions: (1) Touch the words with your finger as your teacher reads them in the proper rhythm. (2) Trace over the lines under the words as you read them aloud in rhythm. (3) Trace over the lines under the first letter of each word as you read the words again in rhythm. (4) Write the first letter of each word on the lines as you say them again in rhythm - then close your eyes and repeat the words from memory.

(1)

Roses are red ,
Roses are yellow
Grandfather's teeth
are lost in the jello !

(2)

Roses are red ,
Roses are yellow
Grandfather's teeth
are lost in the jello!

(3)

Roses are red ,
Roses are yellow
Grandfather's teeth
are lost in the jello!

(4)

_ _ _ ,
_ _ _
_ _
_ _ _ _ _

Level V: Exercise 81. Directions: (1) Touch the words with your finger as your teacher reads them in the proper rhythm. (2) Trace over the lines under the words as you read them aloud in rhythm. (3) Trace over the lines under the first letter of each word as you read the words again in rhythm. (4) Write the first letter of each word on the lines as you say them again in rhythm - then close your eyes and repeat the words from memory.

(1) Ashes to ashes

and dust to dust

show me a cat

that a mouse can trust !

(2) Ashes to ashes

and dust to dust

show me a cat

that a mouse can trust !.

(3) Ashes to ashes

and dust to dust

show me a cat

that a mouse can trust !

(4) _ _ _

_ _ _ _

_ _ _ _

_ _ _ _ _

Level V: Exercise 82: Directions: (1) Touch the words with your finger as your teacher reads them in the proper rhythm. (2) Trace over the lines under the words as you read them aloud in rhythm. (3) Write the first letter of each word on the lines as you say them again in rhythm - then close your eyes and repeat the words from memory.

(1) Mary had a little lamb
it liked to run and play
and everytime that Mary left
it stayed away all day !

(2) Mary had a little lamb
it liked to run and play
and everytime that Mary left
it stayed away all day !

(3) _ _ _ _ _
_ _ _ _ _ _
_ _ _ _ _
_ _ _ _ _

Now write the first letters on the chalkboard as you say the words aloud from memory.

Level V: Exercise 83. Directions: (1) Touch the words with your finger as your teacher reads them in the proper rhythm. (2) Trace over the lines under the words as you read them aloud in rhythm. (3) Write the first letter of each word on the lines as you say them again in rhythm - then close your eyes and repeat the words from memory.

(1)

Peter , Peter pumpkin eater

had a wife and couldn't keep her

he put her in a pumpkin shell

and there he kept her very well.

(2)

Peter, Peter pumpkin eater

had a wife and couldn't keep her

he put her in a pumpkin shell

and there he kept her very well.

(3)

_ , _ _ _

_ _ _ _ _ _ _

_ _ _ _ _ _ _

_ _ _ _ _ _ _

Now write the first letters on the chalkboard as you say the words aloud from memory.

Level V: Exercise 84. Directions: Touch the words with your finger as your teacher reads them in proper rhythm. Trace over the lines under the words as you read them aloud in rhythm. Then close your eyes and repeat the words from memory. Now bounce a ball in rhythm and say the words from memory.

Twinkle , twinkle little star
how I wonder what you are
up above the world so high
like a diamond in the sky.

twinkle , twinkle little star
how I wonder what you are
up above the world so high
like a diamond in the sky.

Humpty Dumpty sat on a wall
Humpty Dumpty had a great fall
all the kings horses and all the kings men
couldn't put Humpty Dumpty together again.

Humpty Dumpty sat on a wall
Humpty Dumpty had a great fall
all the kings horses and all the kings men
couldn't put Humpty Dumpty together again.

Level V: Exercise 85. Directions: Touch the words with your finger as your teacher reads them in proper rhythm. Trace over the lines under the words as you read them aloud in rhythm. Then close your eyes and repeat the words from memory. Now bounce a ball rhythm and say the words from memory.

Jack and Jill went up the hill
to fetch a pail of water
Jack fell down and broke his crown
and Jill came tumbling after.

Jack and Jill went up the hill
to fetch a pail of water
Jack fell down and broke his crown
and Jill came tumbling after.

Little Jack Horner sat in a corner
eating his Christmas Pie
he put in his thumb and pulled out a plumb
and said "what a good boy am I."

Little Jack Horner sat in a corner
eating his Christmas Pie
he put in his thumb and pulled out a plumb
and said "what a good boy am I."

Level V: Exercise 86. Directions: Touch the words with your finger as your teacher reads them in proper rhythm. Trace over the lines under the words as you read them aloud in rhythm. Then close your eyes and repeat the words from memory. Now jump rope and repeat the words from memory.

"What's your name?"

"Puddintame!.

Ask me again and

I'll tell you the same!"

"What's your name?"

"Puddintame!

Ask me again and

I'll tell you the same!"

Georgie, Porgie Puddin' Pie

kissed the girls and made them cry

when the boys came out to play

Georgie, Porgie ran away.

Georgie, Porgie Puddin' Pie

kissed the girls and made them cry

When the boys came out to play

Georgie, Porgie ran away.

Level V: Exercise 87. Directions: Touch the words with your finger as your teacher reads them in proper rhythm. Now slap your leg in rhythm and repeat the jingle with your teacher. Then trace over the lines under the words as you read them aloud in rhythm. Repeat the jingle several times as you slap your leg in rhythm.

Poor old lady, she swallowed a fly

I don't know why she swallowed a fly

Poor old lady, I think she'll die.

Poor old lady, she swallowed a fly

I don't know why she swallowed a fly

Poor old lady, I think she'll die.

I asked my mother for fifty cents

to see the elephant jump the fence

he jumped so high he touched the sky

and never came back till the Fourth of July.

I asked my mother for fifty cents

to see the elephant jump the fence

he jumped so high he touched the sky

and never came back till the Fourth-of-July.

Level V: Exercise 68. Directions: Touch the words with your finger as your teacher reads them in proper rhythm. Then trace over the lines under the words as you read them aloud in rhythm. Now chant the rhymes as you jump rope.

Mother got the whooping cough!
father got the gout,
sister got the chicken pox,
and brother pushed her OUT!

Mother got the whooping cough!
father got the gout,
sister got the chicken pox,
and brother pushed her OUT!

Cinderella, dressed in yella,
went upstairs to kiss a fella,
made a mistake and kissed a snake,
and came downstairs with a bellyache.

Cinderella, dressed in yella,
went upstairs to kiss a fella,
made a mistake and kissed a snake,
and came downstairs with a bellyache.

Level V: Exercise 89. Directions: Touch the words with your finger as your teacher reads them in proper rhythm. Then trace over the lines under the words as you read them aloud in rhythm. Now bounce and catch a ball as you say the rhymes and pass a leg over the ball when you say the underlined words.

One, two, three (turn)

my father caught a flea (turn).

he salted it and peppered it (turn)

and gave it to me for tea! (turn)

One, two, three (turn)

my father caught a flea (turn).

he salted it and peppered it (turn)

and gave it to me for tea! (turn)

My mother was born in England,

my father was born in France,

and I was born in diapers,

because I had no pants!

My mother was born in England,

my father was born in France,

and I was born in diapers,

because I had no pants!

Level V: Exercise 90. Directions: Touch the words with your finger as your teacher reads them in proper rhythm. Then trace over the lines under the words as you read them aloud in rhythm. Repeat the jingle until you can say it with your eyes closed.

An oyster from Kalamazoo
Confessed he was feeling quite blue
"For," he said, "as a rule,
when the weather turns cool,
I invariably get in a stew."

An oyster from Kalamazoo
Confessed he was feeling quite blue
"For," he said, "as a rule,
when the weather turns cool,
I invariably get in a stew."

An oyster from Kalamazoo
Confessed he was feeling quite blue
"For," he said, "as a rule,
when the weather turns cool,
I invariably get in a stew.

Level V: Exercise 91. Directions: Touch the words with your finger as your teacher reads them in proper rhythm. Then trace over the lines under the words as you read them aloud in rhythm. Repeat the jingle until you can say it with your eyes closed.

The wonderful wizard of Oz
retired from business becoze,
what with up-to-date science
to most of his clients
he wasn't the wiz that he woz!

The wonderful wizard of Oz
retired from business becoze,
what with up-to-date science
to most of his clients
he wasn't the wiz that he woz!

The wonderful wizard of Oz
retired from business becoze,
what with up-to-date science
to most of his clients
he wasn't the wiz that he woz!

Level V: Exercise 92. Directions: Touch the words with your finger as your teacher reads them in proper rhythm. Then trace over the lines under the words as you read them aloud in rhythm. Slap your leg in rhythm, close your eyes and say the jingle.

Monkey was a-setlin' on a railroad track,
pickin' his teeth with a carpet tack;
the train came suddenly around the bend
and the monkey reached his journeys end!

Monkey was a-setlin' on a railroad track,
pickin' his teeth with a carpet tack;
the train came suddenly around the bend
and the monkey reached his journeys end!

Monkey was a-setlin' on a railroad track,
pickin' his teeth with a carpet tack;
the train came suddenly around the bend
and the monkey reached his journeys end!

Level V: Exercise 93. Directions: Touch the words with your finger as your teacher reads them in proper rhythm. Then trace over the lines under the words as you read them aloud in rhythm. Repeat the jingle until you can say it with your eyes closed.

There were three little birds in a wood,
who always sang hymns when they could.
What the words were about
they could never make out
but they felt it was doing them good!

There were three little birds in a wood,
who always sang hymns when they could.
What the words were about
they could never make out
but they felt it was doing them good!

There were three little birds in a wood,
who always sang hymns when they could.
what the words were about
they could never make out
but they felt it was doing them good!

Level V: Exercise 94. Directions: Touch the words with your finger as your teacher reads them in proper rhythm. Then trace over the lines under the words as you read them aloud in rhythm. Repeat the jingle until you can say it with your eyes closed.

There was a young lady from Niger
who smiled as she rode on a tiger
they came back from a ride
with the lady inside
and a smile on the face of the tiger!

There was a young lady from Niger
who smiled as she rode on a tiger
they came back from a ride
with the lady inside
and a smile on the face of the tiger!

There was a young lady from Niger
who smiled as she rode on a tiger
they came back from a ride
with the lady inside
and a smile on the face of the tiger!

Level V: Exercise 95. Directions: Touch the words with your finger as your teacher reads them in proper rhythm. Then trace over the lines under the words as you read them aloud in rhythm. Slap your leg in rhythm, close your eyes and say the jingle.

There was an old owl who lived in an oak;
the more he heard the less he sppke.
The less he spoke the more he heard
why aren't we like that wise old bird!

There was an old owl who lived in an oak;
the more he heard the less he spoke.
The less he spoke the more he heard
why aren't we like that wise old bird!

There was an old owl who lived in an oak;
the more he heard the less he spoke.
The less he spoke the more he heard
why aren't we like that wise old bird!

Level V: Exercise 96. Directions: Touch the words with your finger as your teacher reads them in proper ryhthm. Then trace over the lines under the words as you read them aloud in rhythm. Slap your leg in rhythm, close your eyes and say the jingle.

There was a little girl who had a little curl
right in the middle of her forehead,
and when she was good, she was very, very good,
but when she was bad she was horrid!

There was a little girl who had a little curl
right in the middle of her forehead,
and when she was good, she was very, very good,
but when she was bad she was horrid!

There was a little girl who had a little curl
right in the middle of her forehead,
and when she was good, she was very, very good,
but when she was bad she was horrid!

Level V: Exercise 97. Directions: Touch the words with your finger as your teacher reads them in proper rhythm. Then trace over the lines under the words as you read them aloud in rhythm. Repeat the jingle until you can say it with your eyes closed.

Engine, engine, number nine
going down the Chicago line,
if the train goes off the track
do you want your money back?

Engine, engine, number nine
going down the Chicago line,
if the train goes off the track
do you want your money back?

A swinging young monkey named Fred
let go and fell smack on his head;
he suffers no pain
except when his brain
sees yellow bananas as red!

A swinging young monkey named Fred
let go and fell smack on his head;
he suffers no pain
except when his brain
sees yellow bananas as red!

Level V: Exercise 98.

Directions: Touch the words with your finger as your teacher reads them in proper rhythm. Then trace over the lines under the words as you read them aloud in rhythm. Repeat the jingle until you can say it with your eyes closed.

There was a young woman from Leeds
who swallowed a carton of seeds.
In a month, silly lass,
she was covered with grass,
and couldn't sit down for the weeds!

Out West there's a dizzy raccoon,
who sleeps every day until noon.
All night, while in bed,
he stands on his head,
and stares upside down at the moon!

Level V: Exercise 99. Directions: Touch the words with your finger as your teacher reads them in proper rhythm. Then trace over the lines under the words as you read them aloud in rhythm. Slap you leg in rhythm and read the words again until you can say them with your eyes closed.

Simple Simon met a pieman

going to the fair.

Says Simple Simon to the pieman,

"Let me taste your ware."

Says the pieman to Simple Simon

"Shou me first your penny;"

Says Simple Simon to the pieman

"Indeed I have not any."

Simple Simon met a pieman

going to the fair.

Says Simple Simon to the pieman,

"Let me taste your ware."

Says the pieman to Simple Simon

"Shou me first your penny;"

Says Simple Simon to the pieman

"Indeed I have not any."

Level V: Exercise 100. Directions: Touch the words with your finger as your teacher reads them in proper rhythm. Read the words in rhythm with your teacher. Now read the words in proper rhythm by yourself.

I went to the animal fair,

the birds and the beasts were there.

The big baboon, by the light of the moon,

was combing his auburn hair.

The monkey, he got drunk,

and sat on the elephant's trunk.

The elephant sneezed and fell on his knees,

and that was the end of the monk!

- APPENDICES -

Alphabet Card Exercises

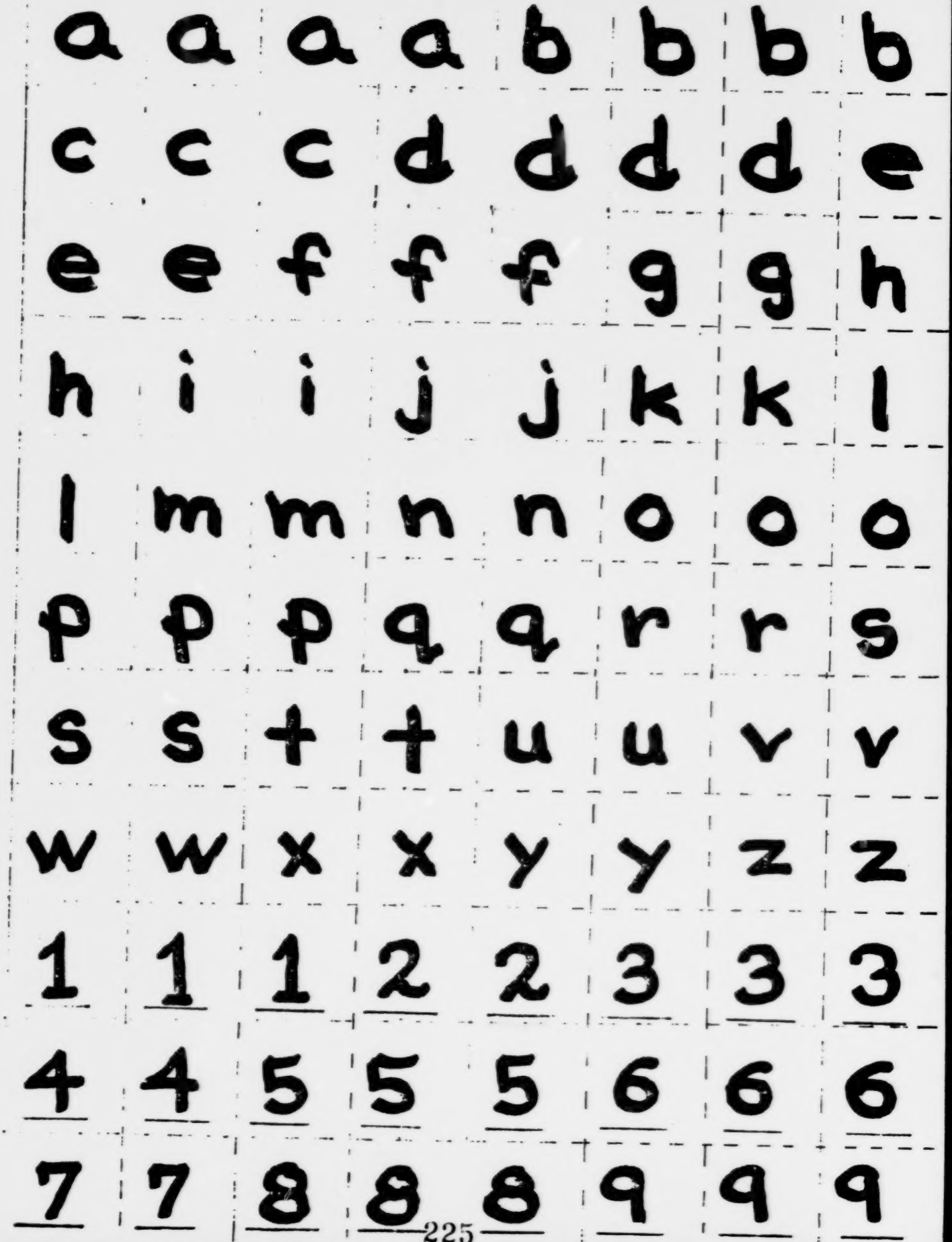
Supplemental Resource Materials

- ALPHABET CARD EXERCISES -

I. Use the alphabet card sheet (on the following page) for these supplemental exercises:

Have the pupil -

1. Touch each letter and number in correct sequence and say its name.
2. Cover the right half of the sheet with a clean sheet of paper (thereby hiding from view half of the letters or numbers on each line). Then have the pupil touch and read the first four exposed symbols - for example: a-a-a-a / c-c-c-d / etc.
3. Have the pupil close his/her eyes and say the four letter sequence while writing the letters in the air.
4. Have the pupil write the four letters or numbers in correct sequence from memory.
5. After four symbols are sequenced and written correctly, expand the list to include six symbols.
6. Use SPEAK AND SPELL (Texas Instruments) or a typewriter to practice and correct errors.
7. Divide the list of six symbols into patterned groups or units such as: e e / f f f / g - etc.
8. Expand the sequential memory list to include all symbols on the line.


a a a a b b b b
c c c d d d d e
e e f f f g g h
h i i j j k k l
l m m n n o o o
p p p q q r r s
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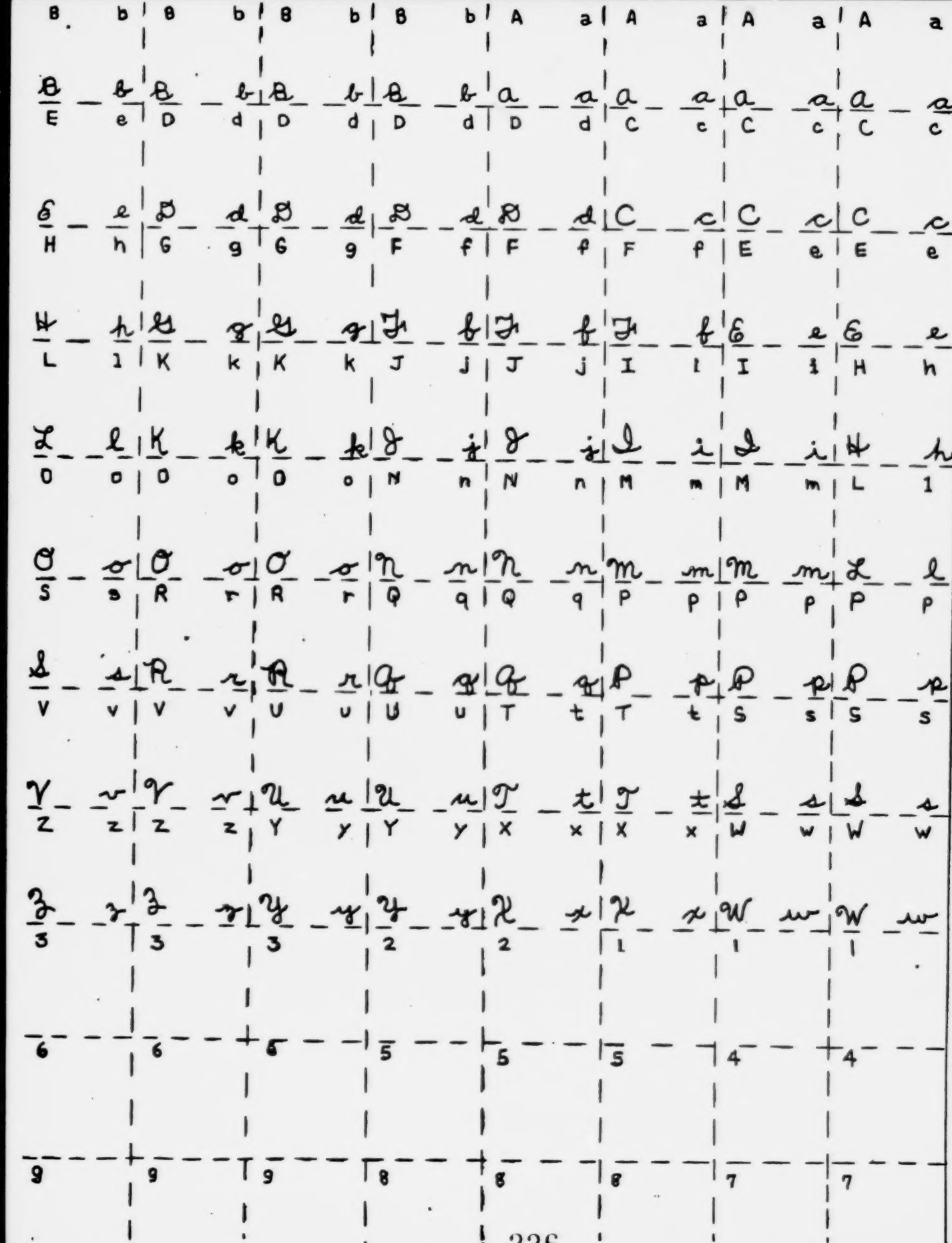
4 4 5 5 5 6 6 6
7 7 8 8 8 9 9 9



II. Cut up the alphabet letter/number card on the dotted lines. Place the cutup letter/number symbols in an envelope for personal use by the pupil. Have the pupil write his/her name on the envelope. Teach manipulative sequencing exercises such as having the pupil-

1. Read an eight letter sequence from an uncut alphabet/number card, find the corresponding cutup letters from his/her envelope and arrange them on the desk in correct serial order.
2. Write the sequence arranged on the desk.
3. Repeat all of the exercises in section I above using cutup letters and numbers.
4. Scramble and rearrange the sequence after writing it down.

III. Have the pupil arrange his/her own four/six/eight piece letter and number sequences and use the above exercises. Tape record the pupil's oral sequences, play back and have the pupil correct all errors in writing.

IV. Use SIMON (Milton Bradley Co.) electronic game with letter symbols taped on the panels to reinforce auditory sequential memory patterns.

V. Repeat these exercises with alphabet cards using consonant/vowel sounds instead of letter names.

VI. Extend these exercises to include action rhymes, songs, poems, and games as suggested in the Supplemental Resource Materials list on the next page.

- SUPPLEMENTAL RESOURCE MATERIALS -

Grayson, M. Let's Do Fingerplays. Washington: Robert B. Luce Inc., 1962.

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Nelsen, E. Dancing Games for Children of All Ages. New York: Sterling Publishing Co., 1973.

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Norman, L. The New Golden Song Book. New York: Golden Press, 1955.

Scott, L. and Thompson, J. Rhymes for Fingers and Flannelboards. St. Louis: Webster Division McGraw Hill, 1960.

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Untermeyer, L. The Golden Treasury of Poetry. New York: Golden Press, 1962.

Vogel, M. (Ed.) The Big Book of Jokes and Riddles. New York: Moby Books, 1978.

Wagner, G., Hosier, M., and Blackman, M. Listening Games. Darien, Conn.: Teachers Publishing Corp., 1960.

Watson, J. The Golden Mother Goose. New York: Golden Press, 1976.

Wheeler, O. Sing Mother Goose. New York: E. P. Dutton, 1945.

Wessells, K. The Golden Song Book. New York: Golden Press, 1963.